FRAME WORK FOR B.ED PART TIME PROGRAMME
FIRST YEAR SEMESTER I

COURSE	SUBJECT	INSTRUCTIONAL HOURS	CREDITS	INTERNAL	EXTERNAL	TOTAL
COURSE 1	**Childhood And Growing Up**	60	4	30	70	**100**
COURSE 2	**Contemporary India And Education**	60	4	30	70	**100**
EPC -1	**Reading & Reflecting On Texts**	30	2	50	-	**50**
	TOTAL	**150**	**10**	**110**	**140**	**250**

FRAME WORK FOR B.ED PART TIME PROGRAMME
FIRST YEAR SEMESTER I
PRACTICUM

SR.NO	TITLE	MARKS	CREDITS
Supervised School Internship (2 weeks)			
1	Book review	**25**	1
2	Community work	**25**	1
3	Observation in school (For one week)	**25**	1
4	Content test (1x25)	**25**	1
5	**Test** (Class Test 15 & Essay 10) (2 Class Test & Essay 2)	**25**	1
	TOTAL	**125**	**05**

Semester 1

Course Name: Course 1
Subject:-CHILDHOOD AND GROWING UP
Total Credits: 4
Total Hours: 60 hours (72 lectures of 50 minutes duration)
Total Marks: 100 (Internal = 30marks, External = 70marks)

OBJECTIVES:

1. To develop an understanding of the Principles of development.
2. To develop an understanding of the concept of development within a pluralistic society.
3. To develop an appreciation of the child development in socio-cultural context.
4. To apply the knowledge of the methods and approaches of child development.
5. To examine the theoretical perspectives of child development.
6. To develop an appreciation towards the life sketch of great psychologist
7. To develop an understanding of the growing up in a pluralistic society.
8. To analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
9. To develop an understanding of looking at one's own self, feeling and emotion.
10. To reflect on how we relate to the world through emotions.
11. To examine the factors responsible for establishing Identity in a Real World.

Module 1. Principles of Development

Unit 1: Growth and Development of a Child - (LECTURES-8)

A) Meaning of growth and Development and its difference.

B) Stages of growth and development (Early childhood, Later childhood and Adolescence)

C) Role of school in growth and development of a child.

Task/Assignment: Case study of any school, which has a positive impact on the overall growth and development of its students.

Unit 2: Process of Development - (LECTURES-10)

A) Genetic background and Development.

B) Trends in development (Developmental direction, Differentiation and integration and Cumulative influence)

C) Maturation and Learning.

Task/Assignment: Prepare a report of three research studies, results of which suggest that genetic factors make a considerable contribution to individual's development and behaviour.

Module 2. Fundamentals of Development

Unit 3:Context of Development: (LECTURES-10)

A) Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social)

B) Impact of different parenting styles on child development ((4)

C) Child development in socio- cultural context: Interplay of poverty, caste, gender and tribal communities.

Task/Assignment: Select any one socio – cultural context in India and write a 1000 words essay on their parenting styles, or make a scrap book to depict child development in any one tribal community in India.

Unit 4: Methods and Approaches of studying child development(LECTURES- 8)

A) Methods: Observation (Participatory and Non- participatory) and Clinical.

B) Approaches: Cross sectional, Cross cultural, Longitudinal.

C) Merits and Limitations of the above Methods and Approaches.

Task/Assignment: Observe an adolescent and conduct a case study on his overall development.

Module 3. Perspectives of development in Psycho-Social context

Unit 5: Theoretical Perspectives (LECTURES-10)

A) Social Cognition: The social formation of the mind-Vygotsky

B) Ecological systems: UrinBronfenbrenner

C) Constructivist: Piaget's theory of cognitive development

D) Moral: Kohlberg's Theory of Moral Development

Task/Assignment: Present the Biography of any one psychologist using any creative technique.

Unit 6: Growing up in a Pluralistic context (LECTURES-10)

A) Childhood and growing up in the context of-

1) Marginalization,

2) Diversity

3) Stereotyping

B) Issues and Implications of changing family structure and parenting on growing up with respect to-

1) Attachment and bonding,

2) Experiences of trauma in childhood (child abuse, violence, death of a parent)

C) Interventions for Life skills in the areas of – coping with stress, communication and interpersonal skills

Task/Assignment: Prepare a programme for life skill intervention for any one issues mentioned above.

Module 4. Development of Identity

Unit 7: Self and Emotions (LECTURES-8)

A) Formation of self (Self-concept, self-esteem, Self-efficacy)

B) Emotions: Goleman's Theory of Emotional Intelligence

C) Identity crisis- Marcian Theory

Task/Assignment: Prepare a reflective Journal on one's own self.

Unit 8. Establishing Identity in a Real World(LECTURES- 8)

A) Influence of Media: (Depiction of children, and men and women in television and cinema, social networking)

B) Peer relations: competitions, cooperation and peer pressure

C) Role of teacher in establishing identity with respect to media and peer relations.

Task/Assignment: Review a film related to any of the above mentioned issues and submit a report.

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Semester 1

Course Name: Course 2
Subject:-Contemporary India and Education
Total Credits: 4
Total Hours: 60 hours (72 lectures of 50 minutes duration)
Total Marks: 100 (Internal = 30marks, External = 70marks)

OBJECTIVES

1. To enable the student teachers to understand the concept of Diversity, as it exists in Contemporary Indian society
2. To enable student teachers to understand the inequalities in Indian Society and the marginalization of the weaker sections
3. To enable student teachers to understand the implications for education in coping with Diversity and Inequality to achieve universal Education in Indian society
4. To enable student teachers to critically understand the constitutional values related to the aims of education in a Democracy
5. To acquaint student teachers with contemporary issues and policies and their origin with regard to Education in Indian society
6. To acquaint students with the relevant education commissions and their impact on educational aims, curriculum and pedagogy in the context of liberalization and globalization

7. To acquaint student teachers with educational practices and significant case studies that highlight educational efforts to bring about Equality.

Module 1: Contemporary Indian Society

Unit 1.Understanding and Addressing Diversity in Indian society: Nature, Challenges and Role of Education

a) Linguistic Diversity
b) Regional Diversity
c) Religious Diversity

Unit 2.Inequality and Marginalization:

a. Stratification of Indian Society with reference to Caste, Class, Gender Region (Rural – urban disparity
b. Role of Education in addressing the needs of Marginalized groups in Indian society: Sc/ST/OBC/EBC/NT, Women, Rural and remote region
c. Constitutional provisions to promote equity through education:

Module 2: Indian Constitution and Policy frame work for Education

Unit 3 - Constitutional Values & Aims of education

a) Preamble of the constitution

b) Fundamental Rights and Duties
c) Directive principles of State Policy
(Implications of the above with respect to aims of education- Justice, Liberty Equality & Fraternity)

Unit 4- Policy Frame work for Public Education

a) Right to Education, tracing origin from Naiee Talim
b) Sarva Shiksha Abhiyan
c) Rashtriya Madhyamik Shiksha

(With respect to enrolling & retaining hitherto marginalized children; the role and agency of teachers in the context of universal & inclusive education)

Module 3- Trends in Education

Unit 5- Education Commission & Recommendations

a) Indian Education Commission -1964- 66
b) National Policy of Education - 1986
c) Rammurthy Review Committee1992

Unit 6- Emerging Trends

a) Tracing Colonial Education (1835- 1947)
b) Globalization, Liberalization& Privatization - Implications for Education
c) Open & Distance Learning – Concept & Characteristics

Suggested Activities:

- Collaboration with an NGO working for Marginalised groups---Conducting field visits, case studies, and participating in their projects.
- Organizing and Conducting street plays in the local community with emphasis on role of education and media in addressing the problem of social exclusion
- Conducting Action Research projects on the life of Marginalised sections such as migrant workers, drop-outs, child labourers,
- Exposure to Educational Films, Documentaries, Slide shows on Social Exclusion

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- "They Say We're Dirty"---Denying an Education to India's Marginalized
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- Caste And Democracy In India :Dr. Vivek Kumar Publisher: Gyan Publishing House Publication Year: 2014 ISBN-13: 9788121212243
- Women, Social Exclusion And Inclusion: Sangeeta Krishna Publisher: Kalpaz Publications Publication Year: 2015 ISBN-13: 9789351280729
- Poverty and Social Exclusion in India issues and challenges aparajita chattopadhyay isbn 978-81-316-0561-5 edition 2013
- Mapping Social Exclusion in India:Caste, Religion and BorderlandsEditor: Paramjit S. Judge, Published: March 2014 isbn: 9781107056091
- B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies Sukhadeo Thorat Oxford University Press, 2008
- Agenda Against Social Exclusion: Democracy Development and Citizenship http://www.academia.edu/298897
- The Politics of Social Exclusion in India: Democracy at the Crossroadsedited by Harihar Bhattacharyya, Partharkar, Angshuman Kar; Rouletge 2010.
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- The Future Of Distance Learning Ramesh Chandra Kalpaz Publications 2005 ISBN 978817835236

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SEMESTER 1

Course Name: Course EPC 1

Subject: READING AND REFLECTING THE TEXTS

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 25 (Internal = 25marks, External = 00marks)

OBJECTIVES

1. To infuse in student teachers the penchant for reading and writing
2. To instill and promote the skill of reading and writing
3. To appreciate texts from diverse fields
4. To acquaint the student teachers with comprehension skills
5. To examine the social angle to reading texts
6. To engage readers to interact with the text individually and in groups
7. To develop interpretation skills in reading texts
8. To develop reflective reading and writing skills
9. To generate critical/analytical responses from the readers
10. To maintain reading logs and reading journals
11. To create one's own writing on the read text
12. To compare different texts on the same theme
13. To improve student teachers' proficiency in 'reading', 'writing', 'thinking', and 'communicating' in the language of instruction.

MODULE 1: UNDERSTANDING TEXT AND READING

Unit1 –Text and Reading (7 hours)

1. Diverse texts- Types and Significance
    a) Types of texts (Literary or non-literary; Narrative, expository, technical & persuasive)
    b) Types of texts related to education – empirical, conceptual, historical, policy documents, narrative texts, expository texts, ethnographies.

Activities:

1. **Setting up a Reading Community Club**

a) Make a list of reading books of diverse texts and classify them under headings
b) Collect books from diverse contexts and set up a small library
c) Arrange according to themes, genre, regional, folks and educational type
d) Conduct interactive group reading session (small groups)
e) Create conducive reading space and time

2. **Reading for Comprehension Text**
    a) Davis's nine potential component skills of comprehension 1. Word meanings 2. Word meanings in context 3. Follow passage organization 4. Main thought 5. Answer specific text-based questions 6. Text-based questions with paraphrase 7. Draw inferences about content 8. Literary devices 9. Author's purpose.
    b) Reading strategies-Previewing, Infer and Predicting, Skimming, Scanning and Paraphrasing.

Activities:

1. **Comprehending Reading Skills**

a) Take up a reading text and follow the Comprehension steps
b) Reading for comprehending and visualizing the account (individual + group reading and discussion/explanation)
c) Re-telling the account - in one's own words/from different points of view (taking turns in a smaller group)
d) Narrating/describing a related account from one's life experience (in front of a smaller group)
e) Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)

Unit 2 – Text and Reflection (8 hours)

1. **Metacognitive skills for Reading-**
    a. Previews the text and makes predictions, makes connections to personal experience or other texts , Asks clarifying questions, identifies difficult sentences or passages, restates in her own words, Reacts to the text.
    b. Text Structure, language, genre, context, socio-cultural diversity
    c. Reflection in Reading – Stages of Reflection in reading tasks- Pre-reading, while reading and post reading (Reflection in action, reflection on action – Donald Schon)

Activities:

1. **Reflect on the texts:**

a) Read a book and identify the text structure, language, genre, context, socio-cultural diversity
b) Reflect on the text with the various steps, at different stages like reading, pre-reading and post -reading
c) Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations (guided working in pairs)
d) Critical reading for attending to 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
e) Researching and writing articles on topics of local interest (working to produce a local interest magazine)
f) Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
g) Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map, graphic organisers, chapter map, concept map of the read text.
h) Maintain reading log and take notes
i) Maintain a rubric for reflection in reading

2. **Communicative Reader – Interactive Reading (individual and group)**

a. Concept and relevance of Communicative reader

Activities:

a) Read aloud in the group taking turns
b) Talk about what you read
c) Explain the gist of the text/topic to others (in the larger subject group)
d) Interpret and 'placing' the context of each text (group discussion and sharing)
e) Discussion of the theme, sharing responses and points of view (small group discussion)
f) Connect the texts to the subjects, methods in the B.Ed. curriculum

MODULE 2 – REFLECTIVE READING AND WRITING

Unit 3 Expressive Reflections (6 hours)

1. Reflective and expository writings - reflective journaling, creating visual and word texts, compare and contrast
2. Critical Appreciation of the text- Note taking, critically reviewing the text
3. Revisiting the text- impact of the text on the reader, recreating from the text new perspectives.

Activities:

- Explore different reflecting journal writings, developing a common reflective journal
- Write based on the text – e.g. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)
- Write a review or a summary of the text, with comments and opinions (individual task)
- Write from reader's perspective, getting into the role of the characters or the writer, developing a new angle to the text
- Presentations of selected papers, questions and answers (large group).

Unit 4 Reading beyond Text (9 hours)

1. Making Connections with the text- Text with Self, Text with Text and Text with World
2. Reading for Change – Multicultural Perspective (regional, folk literature and the like)

   Inclusive Perspective (gender, class, caste, differently abled and the like)

Educational Perspectives (Policies, documents, journals)

Activities:

- Write in journal about all the three types of connections with the text
- Read texts from diverse areas and fields
- Group discussion on texts from different cultures, marginalised sections
- Attend seminars, paper readings, workshop on reading skills
- Hold public reading events by inviting stakeholders to the event
- Attend release of new books, listening to the writer's reading of the books and book festivals
- Conduct debates/discussions educational policies and documents on them.
- Convert text into a mono-act, play or musical drama
- Maintain reflective journal and rubric when writing about the reflections of the text.
- Publish Critical essays and creative essays on reflected texts in college newsletter and/or magazine

Suggested tasks and Assignments

- Home reading assignments, maintaining reading log
- Discussions on interpretation of the texts
- Be the Text, Experience the Text: Converting text to a dialogue, story, play and mono-act.
- Analyzing texts and text structures and connecting to the curriculum
- Writing an exploratory essay on a text and presenting in the class
- Writing a critical reflection from 2 diverse texts.

Note - face to face and if possible online discussions through synchronous or asynchronous modes, Students should have an opportunity to read and reflect both individually as well as in groups

Suggestions for the development and transaction of the paper

1. Workshops on reflective thinking and journaling for student teachers and teacher educators for shared understanding
2. Develop a booklet of activities for reading and reflecting on texts.
3. Develop a format for reflective reading journal

Sample Recommended Headings for Reading Material

Ethnographies –

Meenakshi Thapan's 'Life at school: an ethnographic study' & 'Ethnographies of schooling in contemporary india' & other research studies

Extracts-

'Teacher Man' by Frank McCourt & extracts from 'The Prophet' by Kahlil Gibran
Macaulay's Minutes
Extracts from Rousseau's 'Emile', Dewey's writings, Plato's Dialogues, books of Krishnamurthi, Aurobindo, Tagore, Vivekananda, Gandhi and like.

Books-
Letter to a Teacher
Deschooling Society
Silenced Dialogue
Para Teachers
Plays-
Autobiographies/biographies-
Journals –
Documentaries-
Fiction-

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Reflective Reading

- http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Students_in_Re.pdf
- http://www.monash.edu.au/lls/llonline/writing/education/reflective-writing/3.xml
- http://www.nlb.gov.sg/sure/reflective-reading/
- http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.11075350
- http://www.jstor.org/stable/1179849?seq=1#page_scan_tab_contents
- http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972_06.pdf
- http://www.slideshare.net/MOKOGEONG/a-reflective-teaching-in-the-use-of-context-in-reading-texts
- https://secure.ncte.org/store/you-gotta-be-the-book
- http://www.arvindguptatoys.com/
- http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Reviewed-resources/Reading/Comprehension/ELP-years-5-8/Reflecting-on-recrafting-and-presenting-text
- http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction_to_whole_class_dialogue_and_effective_questioning_ADE_Sample
- http://www.academia.edu/3101129/Reflective_reading_Is_meaning_making_constructivism_Is_constructivism_meaning_making
- http://mrsbrogley.com/blog/?p=3009
- https://prezi.com/erhgpaokppsj/copy-of-chapter-5-mentor-texts/
- **Collaborative Reader**

- http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf
- http://www.ericdigests.org/1999-3/reading.html
- https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling
- (interactive reader)
- http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf
- **Reflective Writing**
- http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf
- http://www.brad.ac.uk/academic-skills/media/learnerdevelopmentunit/documents/workshopresources/confidenceinreflection/Reflective-Writing-for-Assignments---Workshop-Booklet.pdf
- https://www.press.umich.edu/pdf/9780472035052-ch1.pdf
- http://www.arvindguptatoys.com/arvindgupta/m-bang-bet.pdf
- http://www.writingforward.com/creative-writing/creative-writing-reflective-journaling
- **Reflective Journal Rubric**
- http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.htm
- http://www.bothell.washington.edu/wacc/teaching/reading/journals
- http://edtech.boisestate.edu/connectionsacademy/rubrics/reflection.html
- http://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf
- http://classiclit.about.com/od/forstudents/ht/aa_readinglog.htm
- Klein, S., & U.W. Stout, Chandler, W., U.W. Whitewater (2006). Reflection for Preservice and Inservice Art Teachers E-portfolio, from http://www.uwstout.edu/art/artedportfolios/reflection/index.html.
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FRAME WORK FOR B.ED PART TIME PROGRAMME
FIRST YEAR SEMESTER II

COURSE	SUBJECT	INSTRUCTIONAL HOURS	CREDITS	INTERNAL	EXTERNAL	TOTAL
COURSE 3 Section I	**Pedagogy Of School Subject I***	60	4	30	70	**100**
COURSE 3 Section II	**Understanding Disciplines And School Subjects**					
COURSE 4	**Knowledge And Curriculum**	60	4	30	70	**100**
	TOTAL	**120**	**08**	**60**	**140**	**200**

FRAME WORK FOR B.ED PART TIME PROGRAMME
FIRST YEAR SEMESTER II
PRACTICUM

SR.NO	TITLE	MARKS	CREDITS
Supervised School Internship (2 weeks)			
1.	Shadowing of subject teacher In Method	**25**	1
2	Co curricular activities in college	**25**	1
3.	Critical Analysis of an Educational film	**25**	1
4	**Test** (Class Test 15& Essay 10) (2 Class Test & Essay 2)	**25**	1
	TOTAL	**100**	**04**

SEMESTER II PEDAGOGY OF SCHOOL SUBJECT (ANY ONE OF THE FOLLOWING)
Course Name: Course 3 section 1(Pedagogy of School Subject I)
Subject:-MARATHI
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

उद्दिष्टे ः

- मराठी भाषेचे स्वरूप व महत्व समजण्यास मदत करणे .
- मराठी भाषेची व अध्यापनाच्या उद्दिष्टांचे उपयोजन करण्यास मदत करणे .
- मराठी भाषेच्या विविध अध्यापन पध्दतींचे आकलन होण्यास मदत करणे .
- मराठी भाषेचा अध्ययन अध्यापन विषयक दृष्टिकोन विकसित होण्यास मदत करणे .
- मराठी भाषेची विविध कौशल्य विकसित होण्यास मदत करणे .

मॉडयूल ः ०१ मराठी भाषेचे स्वरूप महत्व व उदिष्टे

घटक ः १ मराठी भाषेचे स्वरूप व महत्व

अ) मराठी भाषेचे मानवी जीवनातील व शालेय अभ्यासक्रमातील महत्व

ब) माध्यमिक व उच्चमाध्यमिक स्तरावरील प्रचलित अभ्यासक्रमाचा परिचय

क) अमराठी भाषिक विदयार्थ्यांच्या जीवनात मराठीच्या अध्यापनाचे स्थान

घटक ः २ मराठी भाषेची व अध्यापनाची उदिष्टे

अ) महाराष्ट्रातील माध्यमिक व उच्च माध्यमिक स्तरावरील प्रचलित अभ्यासक्रमाची उद्दिष्टे (प्रथम व द्वितीय भाषा स्तर)

ब) मराठी भाषा अध्यापनाची भाषिक व वाङ्मयीन उद्दिष्टे

क) वर्ग अध्यापनाची उद्दिष्टे व स्पष्टीकरणे

मॉडयूल ः ०२ मराठी भाषा अध्यापन पध्दती व अध्यापनविषयक दृष्टीकोन

घटक ः ३ मराठी भाषा अध्यापन पध्दती

अ) गदय अध्यापन पध्दती पायया (महत्व) (व्याख्यान) (कथाकथन) नाटयीकरण)

ब) पदय अध्यापन पध्दती पायया (महत्व) (रसग्रहण) (चर्चा पध्दती)

क) व्याकरण अध्यापन पध्दती पायया (महत्व) (उद्गामी अवगामी) (क्रिडन पध्दती)

घटक ः ४ मराठीचे अध्ययनअध्यापन विषयक दृष्टीकोन

अ) गाभाघटक व मूल्ये विकसनासाठी अध्यापन

ब) जीवनकौशल्य व पर्यावरण संवर्धन विकसनासाठी अध्यापन

क) मानशास्त्रीय दृष्टिकोन मराठी अध्यापनाची तत्वे व सुत्रे

ड) समावायधिष्ठित अध्ययन अध्यापन

प्रात्याक्षिक ः कोणत्याही सहशालेय उपक्रमाचे आयोजन व नियोजनाचे सविस्तर अहवाल लेखन

SEMESTER II

Course Name: Course 3 section 1 (Pedagogy Of School Subject I)
Subject:-Commerce
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives: To enable the student teachers-

1) To develop an understanding of the meaning, nature and scope of commerce education.
2) To develop an understanding of the maxims and principles of teaching commerce.
3) To develop understanding the bases of the commerce education and its relation with other disciplines.
4) To develop understanding of the objectives of teaching commerce at higher secondary level (NCF 2005).
5) To understand various methods used in teaching of commerce.
6) To develop an understanding of the importance of latest trends in teaching of commerce.

Module I Fundamentals of Commerce Education

Unit I Concept and scope of Commerce Education

(a) Meaning, nature, need and scope of commerce education.
(b) Commerce education in India (relevance in life and curriculum).
(c) Objectives of teaching of commerce at Higher Secondary level(as per NCF 2005)

Assignment:

Study and compare the commerce education at higher secondary level in India with any one developed country.

Unit II: Bases of Commerce Education

(a) Interdisciplinary linkage in the curriculum-

i) Intra-correlation with book keeping, organization of commerce and secretarial practice.
ii) Inter correlation of commerce with maths, economics and geography.

(b) Maxims of Teaching Commerce:

-Particular to General
-Known to Unknown
-Concrete to Abstract
-Analysis to synthesis

(c) Principles of Teaching of Commerce:

-Principle of flexibility
-Principle of activity
-Principle of individual differences
-Principle of learner centeredness
-Principle of community centeredness

Assignment:

Critically analyze any one textbook of commerce with reference to intra and inter correlation.

Module IITransacting Commerce Curriculum

Unit III Method of Teaching Commerce (meaning, procedure, advantages and limitations)

-Project Method
-Problem Solving Method
-Seminar and Workshop Method
-Survey Method
-Discussion Method
-Case study Method

Assignment:

Select any contemporary issue related to commerce field and present a paper using seminar method.

Unit IV Latest trend in Teaching of Commerce 12 lecture

(a) Co-operative learning (meaning, importance and types)
(b) Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)
(c) Simulation (role play, games CAM- organization and execution in teaching of Commerce)

Assignment:

Prepare and execute a lesson plan by using any one of the following:

(a) e-resources
(b) Simulation techniques

References:

- Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt
- Ltd-New Delhi
- Teaching of Commerce-A Practical Approach J.C AggarwalVikas
- Publishing House Pvt Ltd- New Delhi
- Method and Techniques of Teaching Commerce Singh M.N Young Man & Co. New Delhi.
- Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
- Methodology of Commerce Education Dr. Umesh Mr. Ajay Rana Tandon Publications-Ludhiana
- Teaching of Commerce Dr. R.P Singh VinayRakhejaC/o R. Lall BookDepot- Meerut.
- Teaching of Commerce in Our School Lulla B.P, BTTC-BIE Publication, Bombay)
- Teaching of Commerce. G.S. Karthik, Sumit Enterprises, New Delhi.
- Commerce Education in the New Millennium, I.V. Trivedi, RBSA Publishers, Jaipur.
- Teaching of Commerce. VintyMonga, Twenty First Century Publications, Patiala.
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WEBSITES:

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http://ecommerce.about.com/od/eCommerce-Basics/tp/Advantages-Of-Ecommerce.htm

http://www.manjeetss.com/articles/advantagesdisadvantagesecommerce.html

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http://smallbusiness.chron.com/advantages-e-business-2252.html

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http://wcsit.org/pub/2012/vol.2.no.1/The%20Use%20of%20Social%20Networking%20in%20Education%20Challenges%20and%20Opportunities.pdf

SEMESTER II

Course Name: Course 3 section 1 (Pedagogy of School Subject I)

Subject:-MATHEMATICS
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Course Overview:
This course is developed for the prospective secondary school teachers.
Course Objectives:
The course will develop among prospective secondary school teachers:

1. Understanding of nature, values and relation of mathematics with other disciplines.
2. Appreciate the contribution of Mathematicians in development of the subject.
3. Evaluate the objectives of teaching secondary school Mathematics in India.
4. Understand various approaches of curricular organization in Mathematics.
5. Understanding of various instructional strategies and their appropriate use in teaching Mathematics at Secondary level.
6. Understanding and ability to plan for teaching different kinds of Mathematical knowledge consistent with the logic of the subject.

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MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION
UNIT 1: Introduction to the Teaching of Mathematics

a) Meaning and Nature of Mathematics
b) Relation of Mathematics with other school subjects (Languages, Science, Social Studies- History, Geography, Civics & Economics; Commerce, Drawing, Music)
c) Values in teaching of Mathematics.

Assignment: Identify and study the contribution of any one Mathematician in any one era or from any one civilization.

UNIT 2: Designing Mathematics Curriculum

a) Aims and Objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)
b) Maxims of Teaching
    i. From Known to Unknown
    ii. From Simple to Complex
    iii. From Particular to General
    iv. From Concrete to Abstract
    v. From Whole to Part

c) Concentric and Topical Approach of Curriculum Construction

Assignment: Compare the objectives of teaching Mathematics in India with the objectives of teaching Mathematics in Finland and Israel.

MODULE 2: TRANSACTING MATHEMATICS CURRICULUM
UNIT 3: Pedagogical Analysis

a) Content Analysis
b) Instructional Objectives
c) Instructional Strategies

Assignment: For any one selected topic, prepare Pedagogical Analysis Plan

UNIT 4: TEACHING OF MATHEMATICS

a) Teaching Concepts (Concept Development Design)
b) Teaching Generalizations (Inductive Deductive)
c) Teaching Problem Solving (Problem Solving)
d) Teaching Constructions (Lecture cum Demonstration)
e) Teaching Proofs (Analytical Synthetic)

Assignment:

For any one selected topic, prepare a Plan to teach using any one of the above-mentioned approaches.

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Suggested Readings

- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
- Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
- Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
- Ediger Mariow(2004); Teaching Math Successfully, Discovery Publication.
- Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of TeachingMathematics, NCERT New Delhi.
- Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
- James Anice (2005); Teaching of Mathematics, Neelkamal Publication.
- Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley PublishingCompany INC. USA.
- Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
- Kulshreshtha; Teaching of Mathematics, R. Lal and Sons.
- Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India.
- Mangal, A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India.

SEMESTER II

Course Name: Course 3 section 1 (Pedagogy Of School Subject I)

Subject:-ECONOMICS

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Course objectives:

1. To develop understanding of the nature , importance of the economics in India
2. To develop Understanding the bases of the economics education and its relation with other disciplines
3. To develop understanding of the objectives of teaching economics at secondary and higher secondary level(NCF 2005)
4. To understand various approaches and methods used in teaching of economics
5. To develop understanding of maxims and principles in teaching of economics

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Module 1: Introduction to economics education

Unit 1 Nature, scope of Economics

a) Meaning, nature and scope of economics
b) Economics of education in India ,importance in present context (curriculum and life)
c) Objectives of teaching economics at secondary and higher secondary level (NCF 2005)

Assignment (activity or task): Study the economic systems of developed and developing countries in relation to their national income and standard of living

Unit 2 Bases of Economics Education

a) Interdisciplinary linkage in the curriculum ,internal and external with other school subjects (Languages, Science, Social Studies- History, Geography, Civics , Commerce, Maths)
b) Maxims of teaching economics----Known to unknown, simple to complex, concrete to abstract ,particular to general ,whole to part
c) Principles of teaching economics(learning by doing, learner centeredness ,flexibility and variety)

Assignment (activity or task): compare the objectives of teaching economics at secondary and higher secondary level of various boards (SSC, CBSE, ICSE) any one level.

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Module 2: Transacting economics curriculum

Unit 3 Methods of Teaching Economics (Procedure, advantages and limitations)

a. Lecture and questioning

b. Discussion
c. Survey
d. Problem solving
e. Project

Assignment (activity or task): Conduct a survey on contemporary economic problems (e.g inflation, effect of discount, bank policies etc…)

Unit 4 Innovative Trends in teaching of economics

a. Cooperative Learning Strategies in Teaching of Economics. (Think –Pair-Share, Jig Saw, Reciprocal Peer Teaching)
b. Constructivism in teaching of economics
c. Concept mapping,simulation (Role Play, Games

Assignment (activity or task): 1) Prepare and execute a lesson plan to teach by using any one of the following

- **Constructivism**
- **Concept mapping**
- **Cooperative learning**

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2. Dhillon S; Chopra K. : Teaching Of Economics
3. Mustafa M, 2005," Teaching of Economics New Trends and Challenges' Deep & Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
4. N.R. Saxena : Teaching of Economics, R Lall Book Depot, Meerut
5. Natarajan S. 1993, "Introduction to Economics of education", sterling publications Private
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6. Sharma Kadambari : Teaching of Economics
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11. Saxena Mishra Mahonty (2004) “Teaching of Social Studies” Surya publication, Suryapublication, Meerut
12. Gupta R.P. “ Teaching Methods” Vinod Pustak Mandir, Agra-2
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१. अर्थशास्त्र अध्यापन पध्दती प्रोफेसर आर. व्ही. गजरे आणि सी. बी. पुराणिक
२. अर्थशास्त्र शिक्षण डॉ.गीतांजली पाटील
३. अर्थशास्त्र अध्यापन पध्दती प्रोफेसर रंजना देवारे
४. अर्थशास्त्र आशययुक्त अध्यापन पध्दती प्रोफेसर निर्मला तपकीरहिंदी:
१. अर्थशास्त्र अध्यापन पध्दती डॉ.कल्याणी इंदुरकर
२. अर्थशास्त्र शिक्षण गुरूसरणदास त्यागी
३. अर्थशास्त्र शिक्षण रामपाल सिंह
४. अर्थशास्त्र शिक्षण डॉ. एन. के. शमा

SEMESTER II
Course Name: Course 3 section 1 (Pedagogy of School Subject I)
Subject:-ENGLISH
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives:

1. To develop understanding about the fundamentals of English language.
2. To understand pedagogical bases of language learning.

3. To apply pedagogical approaches and techniques in teaching and learning the language.
4. To adapt learning resources into teaching learning process.
5. To understand implications of theories of learning wrt to language.
6. To practise learner centered methods in the classroom.
7. To sensitize the student teacher about learner diversities.
8. To apply tools and techniques of assessment in language
9. To understand English language and literature

Module 1 Fundamentals of English language

Unit 1 Role of Language

- Nature of Language
- Language and Society –
    - Language – gender, class and power
    - Multilingual classrooms
    - Multicultural awareness and language teaching
- Language and School –
    - Difference between language as a school subject and as a means of learning and communication
    - Concept of language registers
    - Place of English in school curriculum

Unit II

Pedagogical bases

- Aims and objectives of teaching English at secondary and higher secondary levels.
- Principles (Palmers principles) and correlation (intra and inter: with all school subjects)
- Maxims of teaching

Activity: Take a few passages from Science,

Social Science and Maths textbooks of any one class (VI – IX) and analyze-

i) How the different registers of language been introduced?
ii) Does the language clearly convey the meaning of the topic being discussed?
iii) Is the language learner friendly?
iv) Is the language too technical?
v) Does it help in language learning?

Module 2 Language Acquisition

Unit III Pedagogical approaches & techniques

- Constructivist Approach (7E's),
- Communicative Approach (Concept & procedure)
- Expository(Narration, Dramatization) and Interactive teaching techniques (Questioning, Discussion)

Unit IV

Learning Resources

- Library as a learning resource.
- E-resources (blogs, e-books, social networking sites)
- CALL

Activity:
Prepare four activities keeping in view 'Constructivism in Language Classroom'.

References

) Techniques of teaching English by Dr. Shaikh Mowla

2) Teaching of English in India by Dr.K.Pandey & Dr.Amita

3) Teaching & Learning English by Raja T Nasr

4) Teaching of English by Dr.J.E.Vallabi

5) Teaching of English by Kshanika Bose

6) Techniques of Teaching English by A.L. Kohli

7) Methodology of English Teaching by Malati .M Halbe

SEMESTER II
Course Name: Course 3 section 1 (Pedagogy of school subject I)
Subject:-GEOGRAPHY
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

OBJECTIVES:

1. To develop an understanding of Geography as a subject
2. To acquire knowledge of approaches of arranging the subject content.
3. To develop an understanding of different types of learning resources.
4. To develop an understanding of the importance of organization of co-curricular activities in the teaching of geography.
5. To develop an understanding of different methods and techniques of teaching Geography.

MODULE I: UNDERSTANDING THE SUBJECT AND CURRICULUM

UNIT I: GEOGRAPHY AS A SUBJECT

- Epistemological framework (Evolution and major contributors)
- Nature, scope and importance of Geography
- Aims of Teaching Geography
- Geo-literacy: concept, need and ways to create awareness

UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

- Maxims of Teaching - Known to Unknown, Simple to Complex, Concrete to Abstract, Particular to General
- Correlation with other School Subjects —History, Language, science, Mathematics
- Approaches of curriculum construction: Concentric, Topical

MODULE II: LEARNING RESOURCES AND CURRICULUM TRANSACTION

UNIT III: LEARNING RESOURCES

- Importance & uses: Maps, travelogues, globe, atlas, models, computer based online and offline resources in Geography teaching
- Current events (importance and use)
- Geography Club & Geography room (importance and organization)
- Characteristics of a Geography textbook

UNIT IV: INSTRUCTIONAL METHODS

- 'A' method,
- Regional method,
- Project method,
- Journey method,
- Field visit,
- Cooperative learning strategies: Gallery walk, Jigsaw method

Practical

- Prepare a plan for a visit to Planetarium/ museum/ nature park. Visit the place and write a report of this visit. (10 Marks)

Choose any one from the following:

- Illustrate the use of any two of the following in Geography teaching (5 Marks)
    - Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/serial/novels

OR

- Develop a lesson plan for 'A' method/ Gallery walk/ jigsaw. (5 Marks)

OR

- Collect information about any current event/Disaster, analyze the acquired information and prepare a report. (5 Marks)

References:

- Arora, K.L., BhugolShikshan, Teaching of Geography,
- Gopsill G. H., The Teaching of Geography
- Macnee E.A. The Teaching of Geography
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- http://www.preservearticles.com/201105216954/aims-of-teaching-geography.html
- http://www.udel.edu/dssep/articles/marytaylor_article.htm
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- http://www.jigsaw.org/
- http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strategy
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SEMESTER II

Course Name: Course 3 Section 1(Pedagogy of School subject I)
Subject:-HISTORY
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Specific Objectives

By the end of the two years course the student teacher should be able to:

- Understand the nature of History & Political Science as a school subject
- Articulate a conception of History and Political Science
- Correlate History & Political Science with other subjects
- Understand the language of History & reconstruction of past

- Apply their knowledge of techniques to reconstruct the past
- Understand the concept of differentiated teaching for History
- Prepare differentiated lesson plan in History & Political Science
- Understanding the potential of History for development of skills
- Analyze the history & political science textbook
- Prepare appropriate work schemes and lesson plans in history and Political science.
- Critically analyze the History & Political science textbook.
- Understand the significance of learning resources to teach the subject
- Apply the knowledge to select and improvise learning resources.
- Demonstrate ability to raise learners' interest in History & Political Science

Module I History & Political Science as a Social Science discipline

a. **Unit I - Understanding History**

- Nature of History, Historical thinking concepts(big six historical thinking concepts- PeterSexias& Morton),
- Objectives of teaching History & Political Science at secondary level.
- Correlation of History & Political Science: Internal and external.(literature, Science, Mathematics, Geography, Economics, Craft)

Task: Choose any topic from a History textbook. Design four activities and explain how you will facilitate correlation with different subjects.

Unit II Constructing History

- Difference between facts and opinions & arguments. Multiperspectivityvs Monoperspectivity in understanding History
- Evidence based interpretation: difference between primary source and secondary source, the 6 C's of source analysis, importance of source analysis.
- Collingwood's approach to reconstructing the past through historical imagination

Task: Select any primary source that can be used to teach History and analyze the same using the 6C approach.

Module II Facilitating the Learning of History & Political Science

Unit III- Pedagogies of teaching History and Political Science

- Process, merits and limitations
- Conventional pedagogies- Story-telling lecture- cum- discussion,
- Interactive, constructivist and critical pedagogies underpinning teaching of History: project based learning, social enquiry.
- Cooperative learning strategies (think pair share, round robin, buzz,)

Task: Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.

Unit IV Learning resources [uses and importance]

- Audio-visual Resources: TV, Films, Documentary Visual: Maps, Models, Timeline, Artefacts
- Print Media: Magazine, news papers, archives
- On line resources: websites, virtual tour

Task: Participate in a field visit/ virtual tour of any Historical site and write a report of about 500 words.

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- Making a difference: meeting diverse learning needs with differentiated instruction (2010) Alberta Education, ISBN NO 978-0-7785-8601-2
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https://sheg.stanford.edu/historical-thinking-chart

SEMESTER II
Course Name: Course 3 section 1 (Pedagogy of School Subject I)
Subject:-SCIENCE
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)
Course Overview:

This course is developed for the prospective secondary school teachers.

OBJECTIVES:-

- ✓ To develop an understanding of the historical perspective of science
- ✓ To develop an understanding of the place of Science in the national curriculum.
- ✓ To develop an understanding of the objectives of Science as given by NCF 2005
- ✓ To develop an understanding of the approaches to teaching of Science.
- ✓ To develop an understanding of the methods of teaching Science.

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MODULE (1) FUNDAMENTALS OF SCIENCE EDUCATION

Unit (1) History and nature of science

a) History and development of science (Ancient, Medieval and Modern Period)
b) Meaning and nature of science
c) Values of science in socio-cultural context.

ASSIGNMENT:

- Contribution of any two scientist in development of the nation.

Unit (2) Bases of science Education

(a) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005).
(b) Approaches.
    1. Curriculum Organization – Topical, Concentric.

2. Co-relation of science in the curriculum, Internal and external.

(c) Global Perspectives in science teaching (Meaning and Infusing global perspectives in the science curriculum)

ASSIGNMENT:

- Compare the objectives of teaching Science in India with the objectives of teaching Science in developed countries (e.g. U.S.A.)

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MODULE (2) TRANSACTING SCIENCE CURRICULUM

Unit (3) Classroom processes

(a) Maxims of Teaching Science
Known to Unknown, Whole to Part, Empirical to Rational, Simple to complex, Concrete to abstract, particular to General

(b) Trends in teaching of science
Concept Mapping, Problem based learning, Constructivism (7E approach)

(c) Use of technology in teaching of science- Virtual lab and simulation

ASSIGNMENT: Preparation and execution of lesson plan with any one of the following.

- Concept mapping,
- Problem based learning.
- Use of technology
- Constructivism.

Unit (4) Methods of teaching science (Procedure, Advantages and Limitations)

(a) Lecture cum demonstration method
(b) Inductive – Deductive method
(c) Project method
(d) Problem solving method
(e) Laboratory method

ASSIGNMENT:

- Setting of the apparatus for any one experiment in the laboratory and demonstrating the same.

- Choosing and execution of any one project and preparing its report.

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Course 7 (a): Pedagogy of School Subjects- Part I and II
हिन्दी

उद्देश्य ः

- हिन्दीभाषाका उद्गमऔरविकासकीजानकारीप्राप्तकरना

- भारतीयसंविधानतथासमितियों द्वाराहिन्दीभाषाकेलिएप्रावधानोंकोसमझना
- बहुभाषिकसमाजमेंहिन्दीभाषाकामहत्वजानना
- हिन्दीभाषाअध्यापनकेसूत्र वसिद्धान्तोंकीजानकारीप्राप्तकरना
- हिन्दीभाषा द्वाराभाषाकौशलोंकोसमृध्दबनाना
- हिन्दीभाषाकीविधांएऔर उसमेंनिहितभाषासौन्दर्य काज्ञानप्राप्तकरना
- मूल्यसंवर्धनएवम् जीवनकौशलोंकेविकासमेंभाषाकीभूमिकाकोसमझना
- भाषाअध्यापनमेंशिक्षकके उत्तरदायित्वोंकीजानकारीप्राप्तकरना

प्रथमवर्ष

मॉडयूल १	**भाषाअध्ययर्न अध्यापनकेमूलभूतसिध्दान्त १७तासिका**
घटक १	**हिन्दीभाषाका उद्गमऔरविकास** १ हिन्दीभाषाका उद्गम संक्षिप्त इतिहास २ २ हिन्दीभाषाकेलिएप्रावधान संविधानतथाशिक्षासमितियॉ ५ • धारा ३४३ ३५१ ३५०१ • कोठारीकमीशन १९६४ ६६ • राष्ट्रीयशिक्षानीति १९८६ • राष्ट्रीयशिक्षानीति १९९२ पी.ओ.ए • राष्ट्रीयपाठ्यचर्या संरचना एन.सी.एफ २००५ ३ भारतीयबहुभाषिकसमाजमेंहिन्दीकीस्थितिऔरमहत्व राष्ट्रीयवैश्विकमहत्व २
घटक २	**भाषाअध्ययन अध्यापनकेआधार** १ भाषाअर्जनमेंजेरामब्रूनरतथानोएमचोम्स्कीकी उपपत्तियोंकेयोगदान ३ २ भाषाअध्यापनकेसूत्र तथासिध्दान्त २ ३ भाषाअध्ययर्न अध्यापनकेसामाजिकआधार परिवार विद्यालय समवस्यकसमूह समुदायजनसंचारमाध्यम ३
मॉडयूल २	**भाषाअध्ययन अध्यापनकीप्रक्रियामेंनिहितविविधपहलू१५तासिका**
घटक ३	**भाषाअध्यापनके उद्देश्यऔरकौशल** १ भाषाअध्यापनके उद्देश्य शिक्षाकेमाध्यमिकतथा उच्चमाध्यमिकस्तरपर २ २ भाषाकौशल श्रवण भाषण वाचनतथालेखन महत्वऔरदोष ४ ३ संदर्भ कौशल विषयवस्तुसमृध्दि मौखिकवलिखितअभिव्यक्ति २
घटक	**भाषाकीविधांए**

४	१ गद्य महत्वतथापध्दतियॉ २ २ पद्य महत्वतथापध्दतियॉ २ ३ रचना महत्व विधांएतथापध्दतियॉ ३
प्रात्यक्षिक कार्य	
मॉडयूल १ दत्तकार्य	प्राचीनकाल मध्यकालएवम् आधुनिककालकेदौरानकिन्हींदोहिन्दीभाषीराज्योंकेविभिन्नस्थानोंपरबोलीजानेवालीबोलियोंकीजानकारीप्राप्तकर उनकासंक्षिप्तविवरण
प्रकल्प	राज्यअथवास्थानीयस्तरपरहिन्दीभाषाकामहत्वजाननेहेतुप्रश्नावली द्वारासर्वेक्षणव उसकाविश्लेषण
मॉडयूल २ दत्तकार्य	माध्यमिकएवम् उच्चमाध्यमिककक्षाकीकिसीएकपाठ्यपुस्तककीपॉचकहानियोंकानाट्य रूपान्तर
प्रकल्प	किसीएकभाषाकौशलकेविकासहेतुप्रयोजन (चित्र पुस्तिका ऑडियोटेप अभ्यास प्रपत्र वर्क शीट)

SEMESTER II

Course Name: Course 3 section 1 (Pedagogy of School Subject I)
Subject:-URDU
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)
Objectives of the Course:

- To familiarize students with our rich culture, heritage and aspects of our contemporary life.
- To make students sensitive towards surroundings, people and the nation through language classroom and texts.
- To sensitize teacher students about emerging issues such as Right to Education, peace and environment education in context with language teaching.
- To understand the different roles of language.

- ❖ To understand the relationship between Language and Literature.
- ❖ To understand the use of language in context, such as grammar and vocabulary.
- ❖ To understand the importance of home language and school language and role of mother tongue in education.
- ❖ To develop an understanding of the nature of language system.
- ❖ To use multilingualism as a strategy in classroom situation.
- ❖ To understand constructive approach to language teaching and learning.
- ❖ To identify approaches and methodologies for teaching Urdu at different levels.

Module 1: Importance of language

UNIT 1: POSITION OF URDU LANGUAGE

1. History of Urdu Language

I. Origin and History of Urdu Language

II. Position of Urdu Language in India (as 1st, 2nd and 3rd Language)

III. Constitutional provisions and policies of Urdu Language (Articles 341,351 and 350A and commissions- Kothari commission, NPE 1986, programme of action 1992, NCF2005).

1. Language and Social System

I. Language and Gender

II. Language and Identity

III. Language and Society

1. **Language and school**

I. Home Language, Medium of understanding, School Language

II. Language and Curriculum (Language as a school subject , as a medium of instruction and as a means of communication)

III. Multilingual classroom and multicultural Awareness

ACTIVITIES:

Discussion on

- Position paper on the Teaching of Indian Languages with special reference to Urdu. (NCERT)
- Analysis of advertisements aired on Radio/Television on the basis of language and gender

Project

- Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992

Teaching Practice

- On the basis of the Urdu textbooks (VI to XII), prepare a list of topics and activities given on

(i) Language and Gender
(ii) Language and identity.
Write a report on their reflection in the textbooks.

UNIT 2: NATURE OF LANGUAGE

1. **Aspects of Linguistics Behaviour**

I. Pronunciation and Linguistic Diversity

II. Impact on Urdu, Pedagogical Diversity

III. Speech

1. Linguistic System

I. Sound and Sentence

II. Concept of Grammar, Direct and Grammar Translation Method

III. Phonology, Morphology, Syntax and Semantics, Discourse

1. Role of Language

I. Role of Language in Multi-lingual Society

II. Psychology of Language Learning

III. Uses of Multiple Intelligence in Language Teaching

ACTIVITIES:

Discussion on

- Take a few passages from Science, Social Science and Math's textbooks of Classes VI to VII and analyses:

(i) How language has been used in different passages?
(ii) Does the language clearly convey the meaning of the topic being discussed?
(iii) Is the language learner-friendly?
(iv) Is the language too technical?
(v) Does it help in language learning?

Project

- Multilingualism as a Resource'

Teaching Practice

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Urdu classroom.

Module 2: Overview of Language Teaching

UNIT 3: THEORIES AND APPROACHES OF LANGUAGE LEARNING

1. **Language Learning on the Basis of Approaches**

I. Philosophical Approach

II. Psychological Approach

III. Social Approach

1. **Acquisition and Language Learning**

I. Inductive deductive Approach

II. Whole Language Approach

III. Constructive Approach

1. **Analysis of Language teaching Methodologies**

I. Structural and Situational Method

II. Communicative Approach

III. Thematic Approach (Inter- disciplinary)

Activities:

Discussion on

- Discussion on the topic ‘Mother Tongue and Other Languages’

Project

- Do a comparative study of positive features and weaknesses of different approaches to language learning.

Teaching Practice

- Prepare four activities keeping in view ‘Constructivism in a Language Classroom’

UNIT 4: ACQUISITION OF LANGUAGE SKILL

1. Listening and Speaking

I. Intonation and situational conversation

II. Materials and recourses for developing the listening and speaking skills(Storytelling, dialogues, simulations, games and contexts and language laboratories)

III. Authentic Materials and Multimedia Recourses

1. Reading

I. Importance and development of Reading Skill

II. Type of Reading Skill (Loud and Silent)

III. Study skill using Thesauruses, Dictionary and Encyclopedia.

1. Writing

I. Stages and process of Writing

II. Formal and informal writing (poetry, short story, letter, diary, notices, articles, reports, dialogue, speech and advertisement)

III. Reference, Bibliography, Glossary

Activities:

Discussion on

- Have a discussion on the topic ‘difference between spoken and written language’.

Project

- Keeping in view the needs of the children with special needs, prepare two activities for Urdu teachers.

Teaching Practice

- Prepare three activities to develop the reading skills of Class VI students.

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3. Urdu Zaban-o-Adab ki Tareekh, NCERT, New Delhi, 2013.

4. Jaama Urdu Encyclopedia, (Adbiyaat) Part I, National Council for Promotion of Urdu Language, New Delhi, 2003.

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12. Hindustani Zabano ki Tadrees (Position Paper), NCERT, New Delhi, 2010.

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14. Fan-e-Tadrees-e-Urdu (Pedagogy of Urdu), M. Qamar Saleem, New Delhi, 2015

15. Urdu Kaise Padhaye, Saleem Abdullah, Educational Publishing House, Aligarh, 1986.

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SEMESTER II

Course Name: Course 3 section 2

Subject:-<u>Understanding disciplines and School subjects</u>
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives: On completion of this paper, the student teacher will be able to-

- To understand the basis of knowledge and branches of emerging knowledge.
- To understand the emergence of various disciplines
- To develop among the teacher trainees an understanding of Science as a discipline.
- To understand nature of Mathematics as a discipline.
- To develop among the teacher trainees an understanding of Language as a discipline.
- To develop among the teacher trainees an understanding of Social Science as a discipline.
- To articulate the meaning and importance of interdisciplinary nature of a subject.

Module I -Discipline and Subject

Unit I – Understanding the discipline of Education

a) Education as Inter-disciplinary field of study.
b) Nature and Characteristics of a Discipline.
c) Emergence of various disciplines from Education.
d) Interrelation and interdependence amongst various school subjects.

Unit 2 – Understanding the discipline of Language

a) Role of Language in Children's Intellectual Development and Learning.
b) Language in School curriculum: Aims, Issues and Debates.
c) Policy Issues and Language at school.
d) Language as a medium of Communication.
e) Phases of Language Development

Tasks and assignments

Task: conduct an interview of Language teacher to understand their perceptions of socials science and write a report of your findings.
OR
Compile a sheet of facts, opinions and assumptions related to Languages.

Module 2: Understanding Social Sciences, Science and Mathematics as a discipline.

Unit 3 **Social Science as a Subject and Discipline**

a) General perceptions of Social science, Goals of Social science (integrative, value-based, challenging and active)
b) History of social Science as a discipline in the Indian context
c) Status of social science in the Indian school context.
d) Need for social science as a discipline in the curriculum.
e) Role of social science in understanding current contemporary problems.

Unit 4 :**Science and Mathematics as a Subject and Discipline**

a) Nature and History of Science
b) Nature and History of Mathematics
c) Science as adiscipline, place of scientific knowledge in the schema of school curriculum
d) Place of Mathematics in School Curriculum and Mathematics in day-to day life.
e) Relationship of Science with other subjects
f) Relationship of Mathematics with other subjects

Tasks and assignments

- Observe social science or Science or Mathematic lessons in your practice teaching school at the secondary level and write a report in 1000 words about the challenges of teaching the subject that you observed or experienced. OR
- Prepare a creative poster to highlight the key concepts of Social science/Science/ Mathematics

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- Dr. Shaikh Mowla ; Techniques of teaching English
- Dr.K.Pandey & Dr.Amita; Teaching of English in India
- Raja T Nasr ;Teaching & Learning English
- Dr.J.E.VallabiTeaching of English

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Semester II
Course Name: Course 4
Subject:-KNOWLEDGE AND CURRICULUM
Total Credits: 2
Total Hours: 60 hours (36 lectures of 50 minutes duration)
Total Marks: 100 (Internal = 30 marks, External = 100 marks)
Objectives:

1. To enable the students to learn about epistemological bases of knowledge
2. To enable the students to understand the various concepts and maxims of education.
3. To enable the students to understand the concepts and approaches of curriculum development.
4. To enable the students to understand the bases and determinants of curriculum.
5. To acquaint the students with the curriculum reform in the Indian context

Module 1. Epistemological bases of Education

Unit 1: Understanding Broad Perspective of Education

a) Concept of Knowledge:-

i) Meaning, definition and characteristics,

ii) Types of knowledge – philosophical: personal, procedural and propositional

iii) Sources of Knowledge-education: situational, conceptual, and strategic

b) Distinctions between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief',

c) Concept of Education – Etymological meaning of Education, Characteristics of Education.

Unit 2. : Basis of modern child-centered education

a) Concept, need and significance of activity, discovery and dialogue in Education

b) Activity based learning- Mahatma Gandhi, Rabindranath Tagore, Discovery learning - John Dewey

c) Need and significance of dialogue in education - Plato and Paulo Freire

Module 2: Social Bases of Education

Unit 3: Social context of education

a)concept of society, culture and modernity;

b) Historical changes with respect to education due industrialization & Democracy, leading individual autonomy and reason.

c) Influence of modern values like equity and equality, individual opportunity and social justice and dignity for educational development of the individual and society. W.r.t. Dr Ambedkar (Rodrigues, 2002)

Unit 4: Cultural Context of Education

a) Concept, Need and significance of 'critical multiculturalism' & 'Democratic education' in Indian education system (Apple &Beane, 2006; Parekh, 2000)

b) Practices to promote multiculturalism' & 'Democratic education' in school and classroom.

c) Concepts of nationalism, universalism and secularism and their interrelationship with education, with special reference to educational philosophy of Rabindranath Tagore (2003) and J. Krishnamurti (Krishnamurty 1992).

Suggested Practicum-Any Two

1. Seminar presentations on the educational contributions of Gandhi/ Tagore, Dewey, Plato / Freire and relate it activity, discovery and dialogue with respect to education

2. Assignment - Analysis of news articles to review the practices of modern values like equity and equality, individual opportunity and social justice and dignity for educational development of the individual and society.

3. Scripting and performing a street play to address social issues of education

4. Digital Presentations – Review the recommendations of National Knowledge Commission of India. Visit education portals of Indian government for education, and study its objectives and recommendations that cater to multiculturalism and democratic education.

OBJECTIVES

6. To enable the students to learn about epistemological bases of knowledge
7. To enable the students to understand the various concepts and maxims of education.
8. To enable the students to understand the concepts and approaches of curriculum development.
9. To enable the students to understand the bases and determinants of curriculum.
10. To acquaint the students with the curriculum reform in the Indian context.

Module 3: Understanding Curriculum and its development

Unit: 5 curriculum & its determinants

a Concept of Curriculum and their relationship with the aims of education (Kumar, 2004), Determinants of curriculum, and understanding of hidden and enacted Curriculum.
b Role of Nation, State and school in curriculum construction.
c Conceptual linkages and distinctions between curriculum framework, curriculum , syllabus and notion of textbooks - Print and digital materials

Unit 6: Making of curriculum

a) Translation of curriculum into text books

b) Role of Representation and non-representation of various social groups in curriculum making,

c) Concerns for curriculum making in context to power embedded in various structures of society and knowledge.

Module 4: Transaction and assessment of curriculum

Unit 7: Engaging with the curriculum

a) Critically analyze existing school practices in the light of what is valued and devalued in commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table

b) Understanding of hidden curriculum and children's resilience w. r. t the above. (Unit 7a)

c) Strategies for making curriculum contextually responsive

Unit 8: Evaluating curriculum

a) Indicators of effective curriculum construction

b) Evaluation of the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training, textbooks and instructional materials.

c.) Agencies of evaluation of curriculum at national/ state level-National Ministry of Education, regional education authorities – Functions of NCERT, SCERT,

Suggested Practicum -Any two

1. Prepare a report on a school visit containing the best practices for linking curriculum with social realities.
2. Prepare a small curriculum for any social group like- Life skill training for street children, Human right education for disabled children.
3. Suggesting activities from performing arts for making curriculum socially responsive.
4. Visit a school and study how the vision and mission of the school are reflected in the programmes of the school.

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FRAME WORK FOR B.ED PART TIME PROGRAMME
SECOND YEAR SEMESTER III

COURSE	SUBJECT	INSTRUCTIONAL HOURS	CREDITS	INTERNAL	EXTERNAL	TOTAL
COURSE 5	**Learning And Teaching**	60	4	30	70	**100**
COURSE 6	**Assessment For Learning**	60	4	30	70	**100**
EPC -2	**Drama And Art In Education**	30	2	50	-	**50**
	TOTAL	**150**	**10**	**110**	**140**	**250**

FRAME WORK FOR B.ED PART TIME PROGRAMME
SECOND YEAR SEMESTER III
PRACTICUM

SR.NO	TITLE	MARKS	CREDITS
	Supervised School Internship (2 weeks)		
1.	Developing learning resources	10	**03**
2.	Anecdotal record/interviewing a school student	10	
3.	Organizing co curricular activities in school	15	
4.	School based action research	25	
5.	Blue print and administration of test	15	
6.	**Test** (Class Test 15 & Essay 10) (2 Class Test & Essay 2)	**25**	**01**
	TOTAL	**100**	**04**

SEMESTER III
Course Name: Course 5
Subject:- LEARNING & TEACHING
Total Credits: 4
Total Hours: 60 hours (72 lectures of 50 minutes duration)
Total Marks: 100 (Internal = 30marks, External = 70marks)
Objectives: Students will

1. **Develop the Understanding the concept of Learning.**
2. **Analyze the factors affecting Learning.**
3. **Analyze various theories of Learning.**
4. **Apply the Cognitive Perspectives of learning in the learning process.**
5. **Apply Constructivist perspectives of learning in the learning process.**

Module / Unit / Sub-unit Title	Unit & Sub-unit wise Lectures	Module wise Lectures
Module 1: Understanding Learning:		**Module 1: Total = 8 + 10 =**
Unit 1:Concept of Learning:	**Unit 1 = 8**	

Module / Unit / Sub-unit Title	Unit & Sub-unit wise Lectures	Module wise Lectures
	Lectures	**18 Lectures**
1. Learning & Teaching: Meaning & Characteristics	**2**	
2. Factors affecting Learning: • Attention (Meaning, Types & Educational Implications) • Motivation (Meaning, Types & Educational Implications), Maslow's Theory of Hierarchy of Needs	**3**	
3. Learning Styles (Kolb's Classification) & Multiple Intelligences (Gardener's Classification): Concept & Educational Implications	**3**	
Unit 2:Theories of Learning: (*Principles & Educational Implications)*	**Unit 2 = 10 Lectures**	
1. Behaviorist Theories: Classical & Operant Conditioning	**4**	
2. Cognitive Theories: Bruner & Ausubel	**3**	
3. Social Learning Theories: Bandura & Vygotsky	**3**	
Module 2: Learning and Teaching in Diverse Environments:		**Module 2: Total = 6 + 6 = 12 Lectures**
Unit 3: Expanding Horizons of Learning:	**Unit 3 = 6 Lectures**	
1. Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer & High-Road or Procedural Transfer) & Promoting Transfer	**1 ½**	
2. Learning in and out of school: Concept and Implications: • Lauren Resnick's View on out-of-school learning versus in-school learning; • Out-of-school learning/experiences including 'Service Learning', • Life-Long, Life-Wide, & Life-Deep Learning & Four Principles for learning in formal and informal settings	**3**	
3. Bruce Tuckman's Revised Model for Group Development: Five Phases & Role of Teacher	**1 ½**	
Unit 4: Teaching for All:	**Unit 4 = 6 Lectures**	
1. Educational needs of differently abled learners: Characteristics & role of education (strategies) in case of: • Learners with Learning Disabilities • Learners with Hyperactivity & Attention Disorders • Gifted Learners	**2 ½**	
2. Differentiated Instruction: Concept, Characteristics / Key Features & Strategies	**2**	
3. Multi-Cultural Education: Concept, James Bank's Five Dimensions of MCE, Implications of MCE in the Indian Context	**1 ½**	

Module / Unit / Sub-unit Title	Unit & Sub-unit wise Lectures	Module wise Lectures
Module 3: Teaching: The Act and The Profession:		**Module 3: Total = 7 + 5 = 12 Lectures**
Unit 5: Teaching for Effective Learning:	**7 Lectures**	
1. Reflective and Critical Thinking: Meaning & Educational Implications	**2**	
2. Creativity and Problem Solving: Meaning, Process & Promoting	**3**	
3. Meta-cognition: Meaning, Components & Strategies	**2**	
Unit 6: Teaching as a Profession:	**5 Lectures**	
1. Professionalism in Teaching: Concept & Principles; and Importance of Academic Freedom	**2**	
2. Evolving Roles of Teacher: Instructional Expert, Manager, Counselor and Practitioner-Researcher	**1**	
3. Professional Competencies for Classroom Management: Prevention, Intervention & Remediation: • Prevention: (Establishing & Maintaining Effective Learning Environment), • Intervention: (Rules and Consequences of Stopping Misbehaviour, the Need to Stop & Train), • Remediation: (Developing Student Responsibility & Self-Control, Remediating chronic Behavioural Problems, Gordon Model of Self-discipline)	**2**	

Engagement with the Field: Tasks and Assignments for Courses 3:

(Any 3 tasks/assignments; 3 x 10 marks = 30 marks; Minimum one task/assignment from each Module)

1.	**Module 1: Unit 1:**	Check your own Learning Style or Multiple Intelligences by responding to a suitable tool. Compare your status with the rest of your group and write a report on how you can optimally use your learning style or multiple intelligences to learn.
2.	**Module 1: Unit 2:**	Choose any topic from your method and prepare an Advance Organizer for the same OR prepare a Programmed Learning module bearing in mind Skinner's Theory of Operant Conditioning.
3.	**Module 2: Unit 3:**	Participate in a service learning programme for minimum five hours spread over a week. Write a Reflective Report on your own experience of serving the community.
4.	**Module 2: Unit 4:**	Prepare a Lesson Plan for providing Differentiated Instruction (use INCLUDE/IEP/any other strategy) or Prepare a lesson plan to integrate Multicultural Education.
5.	**Module 3: Unit 5:**	Select a suitable test to assess Metacognitive Skills / Creativity/ Problem Solving skills. Write a short report about the findings and list ways to enhance your Metacognitive Skills / Creativity / Problem Solving skills.
6.	**Module 3: Unit 6:**	Interview at least four school teachers & identify the challenges faced in executing various roles of teacher. (Prepare a semi structured tool to carry out the interview).

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Semester III
Course Name: Course 6
Subject:-ASSESSMENT FOR LEARNING
Total Credits: 4
Total Hours: 60 hours (72 lectures of 50 minutes duration)
Total Marks: 100 (Internal = 30 marks, External = 70 marks)

Objectives of the Course:

1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
2. To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
3. To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
4. To develop critically outlook among prospective teachers towards practices of assessment and selection.
5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. To empower the prospective teachers in preparing feedback for students and their guardians, highlighting practical experience of report progress, and create forums for engagement with the community.
7. To enable prospective student teachers in understanding the psycho-social and political dimensions of assessment with case studies of abolition of competitive examinations with grade retention methods.
8. To develop an understanding among prospective teachers assessment for learning as a constructivist paradigm.

Module I: Fundamentals of Assessment

Unit I :<u>Concept of Assessment</u>

a) Meaning, Nature and Functions of Assessment
b) Perspectives of Assessment: Assessment for learning, Assessment of learning & Assessment as learning.
c) Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic and Summative)
d) Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)

Unit 2: <u>Domains of Assessment</u>

a) Concept of learning outcomes

Assessment of Cognitive, Affective and Psychomotor domains of learning

b) Revised Blooms Taxonomy

- Cognitive domain -Anderson and Krathwohl
- Affective domain -Krathwohl
- Psychomotor domain - Dr. R.H.Dave

c) Areas of Assessment: Scholastic and Co-Scholastic

Assignment:Study and Compare the implementation of CCA of different school boards

Module II: Instruments of Assessment

Unit 3: Characteristics of Instruments of Assessment

a) Validity - different methods of finding validity
b) Reliability - different methods of finding reliability
c) Objectivity
d) Interdependence of validity, reliability and objectivity

Unit 4: Teacher made Achievement Tests

a) Relating test items and specific behavioural objectives
b) Preparation of Blue Print
c) Characteristics of a good test

Assignment: Determining the objectivity given an answer key and finding out the content validity of the given question paper.

Module III: Assessment of Diverse learners

UNIT 5: <u>Differentiated Assessment Strategies</u>

a) Meaning and purpose of Teacher assessment, Self assessment and Peer assessment
b) Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)
c) Meaning, purpose & guidelines of development:
    i. Rubrics
    ii. Portfolios
    iii. Reflective Journal

UNIT 6: <u>Modes of Assessment</u>

a) Performance Tests: Oral & Practical assessment (merits, limitations, suggestions for improvement, criteria for evaluation)
b) Written Test- Essay & Objective type (merits, limitations, suggestions for improvement, criteria for evaluation)
c) Open Book Examination (Merits & demerits)
d) Online Examination (Merits & demerits)

Assignment:Development of Rubrics as tools of assessment

Module IV Reporting Evaluation Results

UNIT 7: <u>Feedback Mechanism & Reporting</u>

a) Concept & Criteria of Constructive feedback.
b) Reporting (Meaning and types of Reporting)
c) Reflective practices to improvise assessments towards raising the standards of quality of instructions.

d) Statistical Application for interpretation and reporting : Mean, Median, Standard Deviation and Percentile Rank (Calculation and interpretation)

UNIT 8: Psycho-social concerns of Assessment

a) Implications on assessment:

i. No detention Policy (RTEAct, 2009)

ii. Competitive ranking of schools

iii. Profiteering by private agencies

Assignment:Comparative study of Assessment of different countries

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Semester III
COURSE CREDIT: 2
50 marks -INTERNAL

MODULE 1 UNDERSTANDING DRAMA AND ART IN EDUCATION

Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART

Pedagogy

Objectives:

- To enable learners to have a practical experience with drama and art.
- To introduce certain concepts to enhance the understanding of drama and art.
- To make learners acquainted with aspects of theatre management.

Concept note: Every child can benefit from drama and art in their education. Learners need to develop conceptual knowledge of the terms associated with drama and art in order to understand the basics of these disciplines. The meaning of overall development of a child is associated with his capability to find ways of creative expression. This is possible through drama and art in education.

Content:

a. Forms of Drama and Art.
b. Elements of Drama and Art.
c. Understanding stagecraft and audience etiquettes.

Subunit wise descriptions, activities and assignment:

a. Forms of Drama and Art

i. Visual(Sculpture, Architecture and Painting)
ii. Performing (Dance, Drama, Music – vocal and instrumental)

Activities:

- Production of educational musicals – Workshop / Presentation(integration of visual and performing arts)
- Developing musical ability by listening to musical pieces on radio, TV or internet and writing a description on the vocal and instrumental music used.

b. Elements of Drama and Art

i. Space, Speed, Pause, Rhythm;
ii. Abhinaya / Enactment: Aangika/Physical (Gestures of hand, head, neck, feet, eyes) , Gaits, Vaachika/Verbal (Voice modulation, dialogue delivery); Aahaarya/External Visuals (Costume, Make up, stage decoration); Saatvika/Psycho-physical: Nav Rasa-Bhaava (Nine aesthetic pleasures-mental states)

iii. Perspective, proportion, depth, light & shade, texture. (elements in visual arts)

Activities:

- Workshop to be conducted on Kinesthetic movements to develop theatric skills – use of body language, voice, speech, and movement,
- Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colours-quality and sources,spatial relations, painting surfaces and any other)
    - Ref: http://schools.aglasem.com/26695

c. Understanding stagecraft (set designing, costumes, props,lights, and special effects) and audience etiquettes.

Activities:

- Workshop on theatre games and improvisations (as given in the position paper NCTE)
- Participate in a stage presentation and observe the stagecraft and audience etiquettes.

Task/Assignment: (any one)

1. Produce a play to be presented on stage, and write a reflective essay highlighting backstage, onstage and audience etiquettes.
2. Review the different dances in India, identifying their significance to the context of origin.

Unit 2: APPLICATION OF DRAMA AND ART IN ACADEMICS

Pedagogy of School

Objectives:

- To understand the functions of drama and art .
- To learn how to integrate drama and art in the school curriculum.
- To enable learners to develop their aesthetic sensibilities.

Concept note: The position of drama and art in education needs to be enhanced as it benefits children. Research in drama and art have proved that indulging in drama and art affects the communication skills, entrepreneurial skills, creative skills, imaginative skills and may more that helps children to excel in their school activities to a great extent. Teachers must be in partnership with the professionals in drama and art to extract the skills for educational purpose.

Content:

a. Functions of Drama and Art
b. Integration of Drama and Art in the school curriculum
c. Developing aesthetic sensibility through Drama and Art

Subunit wise descriptions, activities and assignment:

a. ***Functions of Drama and Art – Information, Instructive, Persuasive, Educative, Entertainment, Development.***

Activities:

- Display the educative function of drama and art through a street play
- Write an essay on how drama and art fulfill their persuasive and development functions.

b. ***Integration of Drama and Art in the school curriculum***

Activities:

- Workshop on techniques of integrating drama and art in teaching.
- Develop a song, play, or drama on any of the topic in the curriculum.

c. ***Developing Aesthetic sensibility through Drama and Art***

Special reference to 'Art as an experience'- John Dewey's writings

Activities:

- Visit to any centre of art (museums, art gallery, or institutes of performing arts like NCPA) and observe pieces of art/play . Group discussion can be conducted on the observation highlighting the aesthetics in art.
- Workshop on pottery and its decoration can be conducted for aesthetic sensibility.

Task/Assignment: (any one)

Pedagogy

1. Write an appreciation essay on the historical monuments (sculpt architecture) or any piece of art (music, dance drama, painting)
2. Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.

MODULE 2
DRAMA AND ART AS A MEDIUM FOR COMMUNICATION AND SOCIAL CHANGE

Unit 3:DRAMA AND ART FOR PEDAGOGY
Objectives:

Pedagogy of School

- To elucidate the role of drama and art in self realization of learners.
- To sensitize learners on the use of drama and art for special learners.
- To highlight the use of drama and art in creative expression.

Concept note: Drama provides experiential therapy to understand and heal self. The process is enriching and meaningful that leads to self realization. Creative expression is a need of any individual. Drama games are exercises in training for skills in drama as well as to know self. Special learners also benefit a great deal when drama and art are used in education.

Content:

a. Drama and Art for self realization
b. Drama and Art for children with special needs
c. Drama and Art for creative expression

Subunit wise descriptions, activities and assignment:

a. Drama and Art for self realization.

Activities:

- Workshop on Drama Games (Suggested Augusto Boal's –Games for actors and non actors) or Drama for catharsis, where participants are able to discover themselves.
- Workshop – Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.

b. Drama and Art for children with special needs.

Activities:

- Review the position paper National Focus Group on Arts, Music, Drama and Theatre by NCTE on Drama for children with special needs.
- Visit a centre for children with special needs and observe the use of drama and art in the activities conducted.

c. Drama and art for creative expression

Activities:

- Develop art material/poster through waste expressing an innovative idea.
- Workshop on Film reviewing as a technique of teaching and reflection.

Task/Assignment: (any one)

1. Create a Drama derived from stimuli – photographs, paintings, music, poetry, story, newspapers, television, films, real life events.
2. Review studies on effectiveness of drama and art on education and present the same.

Unit 4: DRAMA AND ART FOR SOCIAL INTERVENTION

Pedagogy

Objectives:

- To enable learners to perceive the social and environmental issues through drama and art.
- To develop understanding of the local culture through drama and art.
- To widen the understanding of learners by integrating global culture.

Concept Note:

Drama and art reveals the social conditions, social perceptions and attitudes. Learners must be able to generate content with reference to social and environmental conditions, local and global culture. This could leads to social change when put in the right perspective. The social intervention of drama and art cannot be really separated from its aesthetic component. A subtle manner of social transformation can be expected through this approach**.**

Content:

a. Understanding social and environmental issues through drama and art
b. Understanding local culture through drama and art
c. Understanding global culture through drama and art

Subunit wise descriptions, activities and assignment:

a. Understanding social and environmental issues through Drama and Art

Activities:

- Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance
- Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues

b. Understanding local culture through Drama and Art.

Activities:

- Perform a drama or dance or music of local culture
- Visit to a local theatre show/performance and write its appreciation and evaluation.

c. Understanding global culture through Drama and Art

Activities:

- Develop a tableau to depict any two of the global cultures.
- Observe a drama/art work highlighting the global culture.

Task/Assignment: (any one)

1. Compare any two visual/drama/dance/music art forms of India with any two at an international level (history, elements/characteristics, eminent artists & institutions)
2. Critically write your comments on festival performances in India eg: Ramleela, Rasleela

Recommended Books/websites:

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FRAME WORK FOR B.ED PART TIME PROGRAMME
SECOND YEAR SEMESTER IV

COURSE	SUBJECT	INSTRUCTIONAL HOURS	CREDITS	INTERNAL	EXTERNAL	TOTAL
COURSE7-Section I	**Pedagogy Of School Subject II***	60	4	30	70	**100**
COURSE7-Section II	**Optional Paper****					
EPC -3	**Critical Understanding Of ICT**	30	2	50	-	**50**
	TOTAL	**90**	**06**	**80**	**70**	**150**

FRAME WORK FOR B.ED PART TIME PROGRAMME
SECOND YEAR SEMESTER IV
PRACTICUM

SR.NO	TITLE	MARKS	CREDITS
Supervised School Internship (2 weeks)			
1.	Theme Based Teaching (2 x10)	20	2
2.	Co teaching lessons with school teachers (3x10)	30	
3.	Report on records maintained in the school	25	2
4.	Literacy awareness programme	25	
5	Test (Class Test 15 &essay 10) (2 Class Test & Essay 1)	25	1
		125	**05**

SEMESTER IV
Course Name: Course7 section 1(Pedagogy Of School SubjectII)
Subject:-Commerce
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

To enable the student teachers

1) To develop understanding about pedagogical analysis in relation to core elements (NEP 1986)
2) To develop understanding about the use of various support materials required for teaching of commerce,
3) To develop understanding and planning the organization of various activities and field visit for student teachers.
4) To develop understanding about the use of technology in teaching of commerce.
5) To develop understanding about the need and different avenues of professional growth for commerce teacher.
6) To develop understanding about the need of continuous evaluation of commerce subject.
7) To develop understanding and preparation of diagnostic teaching and remedial teaching.

Module III-Support system for effective teaching learning of commerce subject:

Unit 5: Plan for effective teaching
12 lectures

a) Pedagogical analysis (in relation to core elements NEP 1986)
-unit analysis
- Instructional objectives
- teaching learning
- Different evaluation techniques

b) Criteria of a good commerce textbook

c) Critical evaluation of commerce textbook (std XI and XII)

Assignment: Prepare a pedagogical analysis plan for any one selected unit of any one subject of std XI or XII

Unit 6: Learning resources in commerce **12 lectures**

a) Commerce club (Meaning, organization and activities)
b) Field visit (meaning, organization and importance)
   - Visit to bank, multinational company, stock exchange and industries.
c) Use of technology in teaching of commerce,
   - Instructional material - model, specimen, ppt, and mobile learning.
   - Mass media(newspapers, television, journals)
   - Use of ICT(internet and social networking)

Assignment: Write a report on

a) visit to any one of the following:
Bank, industry, stock exchange, market or any place of commercial importance.

OR

b) Talk by eminent industrialist or businessman.

MODULE IV: Professional development and evaluation

Unit 7: Professional development of commerce teacher.**12 lecture**

a) Multifarious role and challenges faced by commerce teacher in teaching commerce.
b) Need and avenues of continuous professional development for commerce teacher.
c) Role of teachers in inculcating values- global citizen, practical, social, cultural, ethical and entrepreneurship.

Assignment:

Visit any school/ college and conduct interview of commerce teacher in the following aspects.

- Challenges faced by commerce teacher and avenues known by them for professional development.

OR

Critically evaluate any one commercial institution with reference to the above mentioned values.

Unit 8: Evaluation of commerce subject. **12 lectures**

a) Areas of continuous comprehensive evaluation in commerce.
b) Preparation of achievement test (concept, criteria)
c) Diagnostic testing and remedial teaching in commerce.

Assignment (any one)

- Preparation of question paper including all types of questions.
- Preparation of diagnostic tests.
- Preparation of lesson plan for remedial teaching.

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4. Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
5. Methodology of Commerce Education Dr. Umesh Mr. Ajay Rana Tandon Publications-Ludhiana
6. Teaching of Commerce Dr. R.P Singh VinayRakhejaC/o R. Lall Book Depot- Meerut.
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WEBSITES:

e-commerce

http://ecommerce.about.com/od/eCommerce-Basics/tp/Advantages-Of-Ecommerce.htm

http://www.manjeetss.com/articles/advantagesdisadvantagesecommerce.html

e-business-meaning

http://searchcio.techtarget.com/definition/e-business

Benefits of e business
http://smallbusiness.chron.com/advantages-e-business-2252.html
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http://chronicle.com/article/How-Social-Networking-Helps/123654
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g%20in%20Education%20Challenges%20and%20Opportunities.pdf

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SEMESTER IV
Course Name: Course 7 section 1(Pedagogy Of School Subjec II)
Subject:- Science
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)
OBJECTIVES:-

- ✓ To apply the innovative trends in teaching of Science.
- ✓ To develop an understanding about various support system in Science.
- ✓ To acquire knowledge about various learning resources and its management in science education.
- ✓ To develop an understanding of the current evaluation practices in Science.
- ✓ To develop an understanding of the need and avenues of professional development of a Science teacher.
- ✓ To acquire knowledge about various scientific institutions at national and international level.

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MODULE (3) MANAGEMENT OF SCIENCE EDUCATION

Unit (5) Organization of Activities in science

(a) Science Club (Objectives, Significance, organization and activities)
(b) Excursion and Field Trip (Significance and organization)
(c) Science corner and Exhibition (Significance and organization)

ASSIGNMENT:-

- Chalk out and conduct activity along with a report related to those given below. (Any one).

  i. Science Club
  ii. Science corner and exhibition
  iii. Science field trip

Unit (6) Learning Resources in Science

(a) Laboratory Management (Planning and Maintenance)
(b) Mobile laboratory and Improvised apparatus (Meaning and significance)
(c) Science Text book: Characteristics of good textbook and critical evaluation of textbook.
(Std. VI to XII – SSC/CBSE/ICSE)

ASSIGNMENT:

- Critically evaluate any one science textbook (Std. VI to XII – SSC/CBSE/ICSE)
- Prepare any one improvised teaching aid and explain how you use it in teaching of science.

MODULE (4) PROFESSIONAL DEVELOPMENT AND ASSESSMENT.

Unit (7) Professional development of science teacher

a) Challenges faced by Science Teacher (Alternative conceptions and Resource Constraints)
b) Need and avenues of continuous professional development
c) Contribution of science institutions in professional development of teachers (Homibhaba research center, Nehru science center)

ASSIGNMENT:

- Visit to Homibhaba research center/ Nehru science center and prepare the report.

Unit (8) Assessment of Science

(a) Diagnostic Testing and Remedial Teaching in science
(b) Criteria for assessment of Practical work : Lab work, Journal and Project work.
(c) Areas of continuous comprehensive evaluation in science.

ASSIGNMENT:

- Diagnose the difficulties of the students in science and provide remedial measures to overcome them and prepare the report.

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Pedagogy of a School Subjects – Part II

हिन्दी

द्वितीयवर्ष

मॉडयूल ३	**भाषासौन्दर्य भाषासंसाधनतथाक्रिया १६तासिका**
घटक ५	**भाषासौन्दर्य** १ हिन्दीभाषासाहित्यमेंव्याकरणकामहत्वव्याकरणअध्यापनकीपद्धतियॉ३ २ हिन्दीभाषासाहित्यमेंप्रस्तुतविभिन्नशैलियॉ रसऔरअलंकारकामहत्वएवम् उपयोग३ ३ समकालीनसमाजमेंहिन्दीअनुवादकामहत्वऔरआवश्यकता २
घटक ६	**हिन्दीभाषाअध्यापनमेंसहायकशिक्षणसामग्रीतथाउपक्रम** १ पुस्तकालयएवम् संगणककक्ष आवश्यकता महत्वएवम् सुसज्जा२ २ हिन्दीपरिषद महत्व विभिन्नप्रतियोगिताँएव उनकाआयोजन३ ३ भाषाप्रचार प्रवाहमेंप्रचलितजनसंचारमाध्यमोंकायोगदान३
मॉडयूल ४	**शिक्षकऔरसमकालीनसमाज१६तासिका**
घटक ७	**समकालीनसमाजमेंभाषाकायोगदान** १ पाठ्यपुस्तकनिर्मितीकेआधार ३ २ हिन्दीभाषा द्वारामूल्यसंवर्धनतथाजीवनकौशलकाविकास३ ३ लोकतान्त्रिकसमाजनिर्मितीमेंभाषाकायोगदान २
घटक ८	**भाषाशिक्षक** १ विद्यालयमेंभाषाशिक्षककीभूमिका २ २ भाषाकोप्रचलितकरनेमेंभाषाशिक्षककायोगदान २ ३ भाषाशिक्षक द्वारानिदानात्मकव उपचारात्मकप्रयोजन४
	प्रात्यक्षिक कार्य
मॉडयूल ३ दत्तकार्य	किसीएकभाषासेएकसाहित्यिककहानीअथवालेखकाहिन्दीमेंअनुवाद
प्रकल्प	किसीएकजनसंचारमाध्यम दूरदर्शन आकाशवाणी केकिन्हींपॉच कार्य क्रमोंकीसमीक्षात्मकआलोचना
मॉडयूल ४ दत्तकार्य	आठवींसेबारहवींकक्षातककीकिसीएकपाठ्यपुस्तककासमीक्षात्मकमूल्यांकन

प्रकल्प	किसीएकमूल्यअथवागाभाभूतघटककीप्राप्तिहेतुपॉचपाठयोजनातथासंसाधन तीविधियों परआधारित

संदर्भसूचीः

भाटियाएम . एम . नारंगसी . एल . ः ''हिन्दीशिक्षणविधि'' टण्डनपब्लिकेशन्ज लुधियाना .
भाटियाएम . एम . शर्मा . डी . के . ः ''हिन्दीशिक्षणविधियॉ'' टण्डनपब्लिकेशन्ज लुधियाना .
दुनाखेअरविंद . ः ''द्वितीयभाषाहिंदीआशययुक्तअध्यापन'' नित्यनूतनप्रकाशन पुणे . २००७
कादीयानसुरेन्दर . ः ''हिन्दीशिक्षण'' विनोदपब्लिकेशर्स लुधियाना . २०१०
जैन . के . सी . ः ''हिन्दीशिक्षण'' टण्डणपब्लिकेशन्ज लुधियाना .
पाठकआर . पी . ः ''हिन्दीभाषाशिक्षण'' कनिष्कपब्लिकेशर्स डिस्ट्रीब्यूटर्स नई दिल्ली . २०१०
पाण्डेयरामशकल . ः ''हिन्दीशिक्षण'' श्रीविनोदपुस्तकमन्दिर आगरा . २०१२
सूरीवृजबाला . ः ''नवीनहिंदीअध्यापनशैली'' अनिमेषप्रकाशन मुंबई . २००९
शर्मा शिवामु . ः ''हिन्दीशिक्षणविधियॉ'' निलकमलपब्लिकेशर्स प्रा . लि . नई दिल्ली . २०१०
सूरीवृजबाला . ः ''नवीनहिंदीअध्यापनशैली'' क्षितिजप्रकाशन पुणे . २०१४

SEMESTER IV
Course Name: Course 7 section 1(pedagogy of school subject II)
Subject:-URDU
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)
Objectives of the Course:

- To familiarize students with our rich culture, heritage and aspects of our contemporary life.
- To make students sensitive towards surroundings, people and the nation through language classroom and texts.
- To sensitize teacher students about emerging issues such as Right to Education, peace and environment education in context with language teaching.
- To understand the different roles of language.

- ❖ To understand the relationship between Language and Literature.
- ❖ To understand the use of language in context, such as grammar and vocabulary.
- ❖ To understand the importance of home language and school language and role of mother tongue in education.
- ❖ To develop an understanding of the nature of language system.
- ❖ To use multilingualism as a strategy in classroom situation.
- ❖ To understand constructive approach to language teaching and learning.
- ❖ To identify approaches and methodologies for teaching Urdu at different levels.

Module 2: Overview of Language Teaching

UNIT 3: THEORIES AND APPROACHES OF LANGUAGE LEARNING

2. Language Learning on the Basis of Approaches

IV. Philosophical Approach

V. Psychological Approach

VI. Social Approach

3. Acquisition and Language Learning

IV. Inductive deductive Approach

V. Whole Language Approach

VI. Constructive Approach

4. Analysis of Language teaching Methodologies

IV. Structural and Situational Method

V. Communicative Approach

VI. Thematic Approach (Inter- disciplinary)

Activities:

Discussion on

- Discussion on the topic ‘Mother Tongue and Other Languages’

Project

- Do a comparative study of positive features and weaknesses of different approaches to language learning.

Teaching Practice

- Prepare four activities keeping in view ‘Constructivism in a Language Classroom’

UNIT 4: ACQUISITION OF LANGUAGE SKILL

2. Listening and Speaking

IV. Intonation and situational conversation

V. Materials and recourses for developing the listening and speaking skills(Storytelling, dialogues, simulations, games and contexts and language laboratories)

VI. Authentic Materials and Multimedia Recourses

3. Reading

IV. Importance and development of Reading Skill

V. Type of Reading Skill (Loud and Silent)

VI. Study skill using Thesauruses, Dictionary and Encyclopedia.

4. Writing

IV. Stages and process of Writing

V. Formal and informal writing (poetry, short story, letter, diary, notices, articles, reports, dialogue, speech and advertisement)

VI. Reference, Bibliography, Glossary

Activities:

Discussion

- Have a discussion on the topic ‘difference between spoken and written language’.

Project

- Keeping in view the needs of the children with special needs, prepare two activities for Urdu teachers.

Teaching Practice

- Prepare three activities to develop the reading skills of Class VI students.

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SEMESTER IV
Course Name: Course 7 section 1(pedagogy of school subject II)
Subject:-ECONOMICS
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Course Objectives:

1. To develop understanding the use of various support materials required for teaching of economics
2. To develop understanding and planning the organisation of various activities and field visit for learners
3. To develop an understanding of the challenges faced by economics teacher
4. To understand the role of teachers in inculcating economics values and skills
5. To understand the need of professional growth for teachers
6. To understand the need of continuous assessment and evaluation of economics
7. To develop understanding and preparation ,use of diagnostic testing and remedial teaching

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Module 3: Support system for effective teaching learning of economics
Unit 5 Planning for effective teaching

a) Pedagogical analysis (in relation to core elements NEP 1986)

✓ Unit analysis

- ✓ Instructional objectives
- ✓ Teaching learning
- ✓ Evaluation technique

b) Criteria of good text book

c) Critical evaluation of text book (std IX to XII)

Assignment (activity or task): Prepare a pedagogical analysis plan for any one selected topic (STD IX to XII)

Unit 6 Learning Resources in Economics

a) Economics club (meaning ,organisation ,activities)

b) Field Visits(trip)(Meaning ,organisation , importance)

c) Use of technology in teaching of economics—mass media ,Newspaper internet, and Supportive resource material –research report ,journal ,document analysis

Assignment (activity or task):

A) Develop a plan for organising any of the following

- **Visits (e.g Banks, construction site ,consumer forum ,industry)**
- **Talk by eminent economists**

Or

B) Document Analysis:

1) Analysis of any economic survey (document)

2) Analysis of any five year plan

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Module 4: Professional development and Evaluation

Unit 7 Professional development of economics teachers

a) Challenges faced by economics teacher in teaching the subject

b) Need and avenues for continuous professional development

c) Role of teacher in inculcating values and skills—Entrepreneurship ,consumerism and global citizen

Assignment (activity or task):

1) Visit any school/college and conduct an interview of economics teacher to collect information on following

Avenues known by economics teacher for their professional growth

Or

1) Prepare a detail report on ---economics teacher using various approaches for inculcating values and skills among student (any one value)

Unit 8 Evaluation of Economics

a) Areas of Continuous comprehensive evaluation in economics
b) Preparation of drafting question papers for test (also unit plan and unit test)
c) Diagnostic testing and remedial teaching in economics

Assignment (activity or task):

A) **conduct an interview from 2 teachers of economics for :**

1. **Common difficulties faced by economics students and the remedial strategy followed by teachers**

B) **Prepare a draft of question paper (unit test and term exam) including all types of question on the basis of blue print**

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मराठी:

१. अर्थशास्त्र अध्यापन पध्दती प्रोफेसर आर. व्ही. गजरे आणि सी. बी. पुराणिक
२. अर्थशास्त्र शिक्षण डॉ.गीतांजली पाटील
३. अर्थशास्त्र अध्यापन पध्दती प्रोफेसर रंजना देवारे
४. अर्थशास्त्र आशययुक्त अध्यापन पध्दती प्रोफेसर निर्मला तपकीर

हिंदी:

१. अर्थशास्त्र अध्यापन पध्दती डॉ.कल्याणी इंदुरकर
२. अर्थशास्त्र शिक्षण गुरूसरणदास त्यागी
३. अर्थशास्त्र शिक्षण रामपाल सिंह
४. अर्थशास्त्र शिक्षण डॉ. एन. के. शमा

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SEMESTER IV
Course Name: Course 7 section 1 (pedagogy of school subject II)
Subject:-GEOGRAPHY
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

OBJECTIVES:

1. To develop an understanding of the key concepts in Geography
2. To develop the skill of textbook analysis.
3. To understand the basic skills in Geography and ways to enhance them.
4. To develop an understanding of application of theories of learning in Geography teaching.
5. To develop competencies in teaching the subject.
6. To develop an understanding of the multifarious role of geography teacher in the present context.

MODULE III: PEDOGOGICAL ANALYSIS AND SKILLS IN GEOGRAPHY

UNIT V: UNDERSTANDING PEDAGOGY OF GEOGRAPHY

- Key themes and key concepts in Geography:
    - Location
    - Place
    - Human-environment interaction
    - Movement
    - Region
- Pedagogical Analysis of a Geography textbook (std. VIIth to Xth).
- Developing values through Geography (Scientific, Political, Socio-cultural).

UNIT VI: ESSENTIAL SKILLS IN GEOGRAPHY

(Importance and strategies to develop the skills)

- Observation.
- Reading and interpreting geographical information (tables, figures, graphs, diagrams, photographs, Aerial photographs, Satellite imageries).
- Map reading and interpreting using scale (distance), direction, signs & symbols, point, line and area.

MODULE IV: UNDERSTANDING LEARNERS AND GEOGRAPHY TEACHER

UNIT VII:UNDERSTANDING LEARNERS

- Application of theories of learning to teaching of Geography.(Piaget, Vygotsky)
- Challenging areas in learning Geography.
- Diagnostic testing and remedial teaching with reference to challenging areas.

UNIT VIII: GEOGRAPHY TEACHER

- Key Competencies of a Geography teacher.
- Challenges faced by a Geography teacher.
- Need and ways of Continuous Professional Growth.

Practical

- Prepare a map/sketch of any locality using GIS or space survey based on the distance and direction relationship from your educational institution. Label and mark the physical and man-made features with suitable

conventional signs and symbols. Try to analyze the relationship between various aspects that exists in this locality. **(10 Marks)**

Choose any one from the following:

- Interview a senior Geography teacher to understand the characteristics of a Geography teacher. Write a report. **(5 Marks)**

OR

- Collect the information about the organizations and activities conducted for Geography teachers. **(5 Marks)**

OR

- Prepare a game for inculcating value/s through Geography teaching. Write the lesson plan for the same**.(5 Marks)**

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Semester IV
Course Name: Course 7 section 1 (pedagogy of school subject II)
Subject:- HISTORY
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Specific Objectives

By the end of the two year course the student teacher should be able to:

- Understand the nature of History & Political Science as a school subject
- Articulate a conception of History and Political Science
- Correlate History & Political Science with other subjects
- Understand the language of History & reconstruction of past
- Apply their knowledge of techniques to reconstruct the past
- Understand the concept of differentiated teaching for History
- Prepare differentiated lesson plan in History & Political Science
- Understanding the potential of History for development of skills
- Analyze the history & political science textbook
- Prepare appropriate work schemes and lesson plans in history and Political science.
- Critically analyze the History & Political science textbook.
- Understand the significance of learning resources to teach the subject
- Apply the knowledge to select and improvise learning resources.
- Demonstrate ability to raise learners' interest in History & Political Science

Module III Constructs & Applications of History & Political Science

Unit V Concept learning & developing the language of History

a. History as a concept driven subject : Concept based and generalization based learning
b. Understanding the language of History (the language of historical time, language of the past, the language of historical description and analysis, the language of historical process). Using different strategies in the classroom to promote subject specific vocabulary.
c. The understanding of Historical literacy(Taylor and Young)

Task: Develop a Concept Based or Generalization Based lesson in History / Political Science.

UNIT VI Skills through History & Political Science

- Developing research skills, Communication Skills (Presentation and Persuasion, ability to build an argument and support it with empirical evidence).
- Analyses of the textbook, detecting and dealing with bias in the History & Political Science textbook.
- Citizenship skills: Developing Global perspectives (eight key concepts)

Task: Select any one of the Global key concept. Write and perform a skit/ prepare a poster to highlight the same.

Module IV Role and responsibility of a History & Political Science teacher

Unit VII – Addressing Learner diversity

- Catering to diverse learners: differentiated teaching in the History classroom (concept and significance).
- Culturally responsive Pedagogy (three dimensions-Institutional, personal and instructional).
- Differentiated assessment in teaching of History: Concept merits and challenges.

Task: Prepare a lesson plan in History or Political Science to facilitate differentiated teaching.

Unit VIII The History Teacher

- Qualities of History teacher
- Professional growth of a History teacher
- Challenges faced by History teacher (Challenges posed by technology, Pedagogy and globalization.)

Task: Interview two History teachers and find the challenges faced by them and submit the report in about 500 words.

Unit V Pedagogic content analysis)

Basic Concepts:

- Civilization, Culture, Revolt, Revolution, Wars, Freedom struggle, Nationalism.
- Political Science- Citizenship, Rights, Duties, Adult franchise, Global citizen, legislature, judiciary.

Critical evaluation of Education syllabus from IX -XII

- The significance of the topics
- The articulation of the concepts (Horizontal, vertical, sequence, continuity and balance)
- Connectivity to everyday life and environment
- Need for inclusion / exclusion of topics
- Methods of evaluation/ question patterns

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Semester IV
Course Name: Course 7 section 1 (pedagogy of school subject II)
Subject:-MARATHI

Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

उद्दिष्टे ः

- मराठीभाषेचाअध्यापनशास्त्रीयदृष्टिकोनविकसितहोण्यासमदतकरणे .
- मराठीच्यामूल्यमापन कार्यपध्दतीचेआकलनहोण्यासमदतकरणे .
- मराठीच्याआदर्श
  शिक्षकाच्यागुणवैशिष्टयांच्याअनुषंगानेस्वयंमूल्यांकनकरण्याचीक्षमताविकसितकरणे .
- मराठीच्याआदर्श पाठयपुस्तकाचेपरीक्षणविकसितकरण्याचीक्षमताविकसितकरणे .
- मराठीच्याविविधशैक्षणिकसाधनांचावमाहितीतंत्रज्ञानाचेआकलनकरून
  उपयोजनकरण्याचीक्षमताविकसितकरणे .

मॉडयूल ः अध्यापनशास्त्रीयविश्लेषण

०१

घटक ः १ मराठीभाषेचीसंरचना

अ) मराठीभाषेचीसंरचनाववाङ्मयीनप्रकारांचापरिचय

ब) घटकविश्लेषण

घटक ः २ मराठीभाषेचेमूल्यमापन

अ)मूल्यमापनतंत्रेवघटकचाचणी

ब) नैदानिकचाचणीव उपचारात्मकअध्यापन

मॉडयूल ः मराठीचाभाषाशिक्षकपाठयपुस्तकवअध्यापनसाधने

०२

घटक ः ३ मराठीभाषाअध्यापकवपाठयपुस्तक

अ) मराठीभाषाअध्यापकगुणवैशिष्टे व्यावसायवृध्दीवआव्हाने

ब) पाठयपुस्तकगुणवैशिष्टे परीक्षण

घटक ः ४ मराठीअध्यापनाचीशैक्षणिकसाधने

अ) साधनेदृकश्राव्य

ब) माहितीतंत्रज्ञान आंतरजाळ इंटरनेट

प्रात्याक्षिक ः माध्यमिकव
उच्चमाध्यमिकस्तरावरीलकोणत्याहीएकापाठयपुस्तकाचेचिकित्सकपरीक्षण

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SEMESTER IV
Course Name: Course 7 section 1 (pedagogy of school subject II)
Subject:-MATHEMATICS
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Course Objectives:
The course will develop among prospective secondary school teachers:

1. Understanding of Application of Learning Theories in teaching of Mathematics.
2. Understanding Application of Constructivist approaches in teaching of Mathematics.
3. Understanding and planning the conduct of mathematical activities for all types of learners.
4. Understanding of development of Mathematics lab in school.
5. Application of appropriate assessment in learning of Mathematics.
6. Understand the characteristics of different types of Mathematics learners.
7. Understanding preparation and use of Diagnostic Tests and Remedial Teaching.
8. Analyze the challenges faced a teacher of Mathematics.
9. Appreciate the need for continuing education of Mathematics teachers.

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MODULE 3:TRENDS IN TEACHING OF MATHEMATICS

UNIT 5: Designing a Constructivist Mathematics Environment

a) Application of Piaget's and Vygotsky's Theory in teaching of Mathematics.
b) Application of 5 E model of Constructivism in Teaching of Mathematics
c) Application of Cooperative Learning Strategies in Teaching of Mathematics. (Think –Pair- Share, Jig Saw, Reciprocal Peer Teaching, STADS, Team Pair Solo)

Assignment: For any one selected topic, prepare a Plan to design a constructivist environment using any one of the above-mentioned constructivist approaches

UNIT 6: Mathematics for All

a) Mathematics Lab (Planning & Activities)
b) Mathematics Club (Purpose, Organization & Activities)
c) Digital Resources for Teaching Mathematics- Geogebra& Virtual Manipulatives (Meaning, Application, Advantages and Limitations)

Assignment: Develop a plan to conduct any one of the following in school:

i. **Mathematics Fair**
ii. **Mathematics Trail**
iii. **Mathematics Games**
iv. **Visits**

MODULE 4:ASSESSMENT AND MATHEMATICS TEACHER

UNIT 7: Assessment in Learning of Mathematics

a) Assessing Product Vs Process and Knowing vs Doing
b) Identifying Gifted, Mathematically Backward students and learners with Dyscalculia
c) Construction of Diagnostic Tests in Mathematics
d) Remedial Teaching (Mathematically backward and students with Dyscalculia) and Enrichment for Gifted Learners

Assignment: Conduct a Case study of any one of the following:

i. **Gifted Learner in Mathematics**
ii. **Mathematically Backward Learner**
iii. **Learner with Dyscalculia**

UNIT 8: Professional Development of Mathematics Teacher

a) Challenges faced by Mathematics Teacher in teaching the subject.
b) Need and Avenues for Continuous Professional Development.

Assignment: Conduct an Interview with two teachers of Mathematics to identify the following:

i. **Common learning difficulties faced by students and the remedial strategies adopted by the teacher.**
ii. **Constraints experienced teaching Mathematics**
iii. **Avenues explored by the Mathematics teacher for their professional development**

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Suggested Readings

- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
- Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
- Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
- EdigerMariow(2004); Teaching Math Successfully, Discovery Publication.
- Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of TeachingMathematics, NCERT New Delhi.
- Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
- James Anice (2005); Teaching of Mathematics, NeelkamalPublication.
- Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley PublishingCompany INC. USA.
- Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
- Kulshreshtha; Teaching of Mathematics, R. Lal and Sons.
- Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India.
- Mangal, A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India.

SEMESTER IV
Course Name: Course 7 section 1(pedagogy of school subject II)
Subject:-ENGLISH
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives:

10. To develop understanding about the fundamentals of English language.
11. To understand pedagogical bases of language learning.
12. To apply pedagogical approaches and techniques in teaching and learning the language.
13. To adapt learning resources into teaching learning process.
14. To understand implications of theories of learning wrt to language.
15. To practise learner centered methods in the classroom.
16. To sensitize the student teacher about learner diversities.
17. to apply tools and techniques of assessment in language
18. To understand English language and literature

Module 3 Unit V Unit VI	**Bases of language learning** Implications of Theories of Learning w r t Language • Vygotsky's Theory • Bruner's Theory • Chomsky's Theory of Language Acquisition Device Teaching learning processes (Significance and applications) • Activity Based Learning (Prose, Grammar and Composition) • Concept mapping • Appreciation Activity: Prepare an Activity Based lesson plan to teach English prose.	
Module 4 Unit VII	**Learner Diversity and Assessment** Understanding the Diverse Learner • Factors affecting language learning(physiological, psychological & social) • Understanding the learning difficulties: Dyslexia and Dysgraphia • Challenges of teaching language in a	

Unit VIII	diverse classroom Assessment in Language • Techniques of assessment- (Vocabulary, Grammar, Listening, Speaking, Reading and Writing) • ICT in assessment • Remedial measures Activity: Prepare an ICT based test in any one aspect of language.	
Module 5 Unit IX Unit X	**Understanding English Language and Literature** Language and Linguistics • Grammar in Context (as per school text book) • Vocabulary in Context (as per school text book) with reference to phonology, morphology, syntax and semantics • Pronunciation, Stress and Intonation Interpretation of Literature • Poetry – forms of poetry and poetic devices (imagery) • Prose – Classification of prose and devices (has to be discussed during orientation) • Novel - Genres	Grammar topics to be specified at the time of orientation Use of extracts to teach and test

References

) Techniques of teaching English by Dr. Shaikh Mowla

2) Teaching of English in India by Dr.K.Pandey & Dr.Amita

3) Teaching & Learning English by Raja T Nasr

4) Teaching of English by Dr.J.E.Vallabi

5) Teaching of English by Kshanika Bose

6) Techniques of Teaching English by A.L. Kohli

7) Methodology of English Teaching by Malati .M Halbe

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SEMESTER IV
Course Name: Course 7 Section II (OPTIONAL PAPER **)
Subject:-PEACE EDUCATION
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives-

After the learning of this course the student –teacher is able

1. To understand the concept and types of peace.
2. To understand the constitutional values and their importance for social harmony.
3. To understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building.
4. To understand concept and areas of Peace Education.
5. To understand the need of Peace education in present context.
6. To understand challenges to Peace in multicultural society.
7. To understand and apply the values, attitudes and skills required for Peace Education.
8. To understand and apply Methodology for Peace Education.
9. To acquire knowledge of programmes by UNESCO for promoting Peace Education.
10. To understand and analyze the role of mass media in Peace Education.

Module 1: Fundamentals of Peace Education

Unit 1- Understanding Peace

a) Meaning and Types of Peace
b) Constitutional values with reference to fundamental rights and their importance for social harmony.
c) Contributions of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building.

Unit 2- Peace Education

a) Concept of Peace Education
b) Need for Peace Education in present context
c) Addressing challenges to peace in Multicultural Society.

Module 2: Integration of Peace Education in school Curriculum

Unit 3- Bases of Peace Education

a) Becoming peace teacher-acquisition of knowledge, values and attitudes.
b) Life Skills required for Peace Education (WHO)
c) Areas of Peace Education:
1. Conflict management
2. Conservation of Environment

Unit 4- Transacting Peace Education

a) Integration of Peace Education through curricular and co-curricular activities
b) Role of mass media in Peace Education
c) Programmes for Promoting Peace Education – UNESCO

Task and Assignments-

1. Prepare a lesson plan for any one topic in your subject using interactive and participatory methodology to integrate peace values, develop attitudes and skills for Peace education.
(**Compulsory)**

2. Any One of the following:
1) Field work-structured interview of a school teacher, case study of a school.
2) Observation based survey.
3) Panel Discussion
4) Debate
5) Creating posters, slogans, short films etc
6) Writing essays, poetry, stories on the theme of Peace.
7) Narratives from history.

References:

1. Theories of Education & Education in emerging Indian Society , B.N.Dash (Dominant Publishers and Distributers, 1st Edition,2004) .
2. Education or Peace, Dr.Usha Rao (Himalya Publishing House ,First Edition ,2012)
3. Striving For Peace ,Ram Punyani (Two Enterprises)
4. Non-violence and Peace Education , (Volume I), Dr. Ravindra Kumar , Mrs.Megha Arora (Shridhar University ,2013)
5. Non-violence and Peace Education , (Volume II), Dr. Ravindra Kumar , Mrs.Megha Arora (Shridhar University ,2013)
6. Pandey, Sanjay (2004).Peace Education. New Delhi: NCERT .
7. Price, Monroe & Thomson, Mark (2003). Forging Peace, Bloomington in 47404 -3797 : Indian University Press 60/ North Morton street.
8. Laing, R.D.1978. A Teacher's Guide to Peace Education, New Delhi : The UNESCO Publications.
9. Fran Schmidt and Alice Friedman. 1988. Peacemaking Skills for Little Kids . Miami , Florida USA : Peace Education Foundation.
10. Peace and Value Education .Dr. Kiruba Charles & V. Arul Selvi . (Neelkamal Publications Pvt Ltd , New Delhi , First Edition ,2012)
11. Forcey , Linda Rennie and Ian Murray Harris , (1999), Peace Building for Adolescents : Strategies for Educators and Community Leaders, New York: Peter Lang publishing.
12. Gultang, J. (1996). Peace by Peaceful Means: Peace and Conflict , Development and Civilisation , PRIO: International Peace Research Institute of Oslo and Sage Publications.

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SEMESTER IV
Course Name: Course 7 Section II (OPTIONAL PAPER)
Subject:-ENVIRONMENT EDUCATION
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

OBJECTIVES:-

1. To develop an understanding of the basic concepts of Environmental Studies.

2. To develop an understanding about ecological energy dynamics and entropic pollution.
3. To generate an awareness about major environmental issues.
4. To develop an understanding about the concept of environmental education, its need and principles.
5. To develop an understanding of the various approaches of environmental education.
6. To create an awareness about the public efforts and government initiatives protecting and conserving environment.
7. To develop an understanding about the concept and need for sustainable development.
8. To develop a positive attitude towards protecting and conserving environment.
9. To develop skills of observation, participation and assessment through environmental projects.

MODULE-I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION
(10 lectures)

UNIT 1: CONCEPT OF ENVIRONMENT & ITS ISSUES (5 Lectures)

d) Environment: Meaning, Components (Biotic and Abiotic), concept of Eco System, Ecological Pyramids (Numbers, Mass, Energy), Food Web.
e) Major Environmental Issues: Meaning, Causes, Effects and Remedies – Climate Change, Loss of Biodiversity.
f) Ecological Energy Dynamics and Concept of Entropic Pollution. (Concept of Pollution in context to loss of energy w.r.t. types of pollution)

Task / Assignment:

Prepare an Environmental Audit Report for an individual process.

UNIT 2: DEVELOPMENT OF ENVIRONMENTAL EDUCATION (5 Lectures)

e) Historical Developments: Stockholm conference (1972), Intergovernmental conference (1977), Kyoto Protocol (2005), Tbilisi + 30 (2007).
f) Environmental Education: Meaning, Objectives, Principles, Significance.
g) Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)

Task / Assignment:

Conduct an activity based on Indigenous Technical Knowledge (ITK) Practices and submit a report

MODULE-II: EDUCATION FOR SUSTAINABLE DEVELOPMENT

(11 Lectures)

UNIT 3: SUSTAINABLE ENVIRONMENTAL MANAGEMENT (6 Lectures)

d) Sustainable Development: Meaning, Need, Guiding Principles.
e) Sustainable Environmental Practices: Rain water Harvesting, Mangroves Management, Solid Waste Management (Meaning, Process and Significance of each)
f) Environmental Impact Assessment: (Meaning, Steps & Significance)

Task / Assignment:

Conduct a Life Cycle Assessment of any item/commodity of daily use and prepare a report.

UNIT 4: ENVIRONMENTAL INITIATIVES, PROJECTS & LAWS (5 Lectures)

d) Movements: Raleganj Siddhi Movement, Narmada Bachao Andolan, Tarun Bharat Sangh, Green Peace Movement.
e) Projects: Tiger Project, Ganga Action Plan
f) Laws of Conservation & Protectiion: Wild-lifeProtection Act-1972, Environment Protection Act, 1986 and Noise Pollution Act-2000.

Task / Assignment:

Conduct a case analysis of an Ecological Reserve and suggest measures to promote Ecotourism.

References:

- Environmental Education-T. Pradeep Kumar, A.P.H. Publications
- Environment Pollution- Management, Control for Sustainable Development- R. K. Khitoliy, S. Chand and Company, New Delhi
- Methods of Environmental Education – Dr. Joseph Catherine, Neel Kamal Publications
- Environmental Education - V. Krishnamachayulu, G.S. Reddy, Neelkamal publications.
- Environmental Education and training – Trends, Traditions And Transformation – M.A. Chaudhary & S.M. Tripathy, Global Vision Publishing house.
- The Source Book for Teaching Science: Strategies, Activities And Instructional Resources, Normann Herr – Jossey Bass
- Environmental Pollution - N.H. Gopal Dutt, Neelkamal Publications.
- Environmental Education Problems & Solutions - Vashist, H, Jaipur: Book Enclave.
- Techniques Of Teaching Environmental Science - Swamy, K.R. & Rao, D.B., New Delhi: Sonali publication.
- Environmental Studies – R. A. Sharma, Chand publication

- The Hindu – Survey of the Environment.
- Education For The Environmental Concerns – A.B. Saxena
- Environmental Education – Deb, Sikdar and Agarwal
- A Textbook Of Environmental Science – Arvind Kumar
- Environmental Education – K. Purushotham and D.Narasimha Reddy
- Environmental Science: A Global Concern – William P Cunningham
- Environmental Science: Richard T Wright and Bernard J. Nobel
- Environmental Science: A study of interrelationship – Eldon D Enger and Bradley F. Smith

HINDI

Paryavaran Shiksha – Radhavallabh Upadhyay, Vinod Pustak Mandir

Paryavaran Shiksha – B.D. Sharma, Omega publications

Paryavaran Shiksha – Uma Singh, Agarwal publications

Paryavaran Shiksha - C.M Gupta and Renu Sharma, Aastha Publications

Paryavaran Shiksha – M.K.Goyel, Vinod Pustak Mandir

Paryavaran aur Manav Mulyon ke liye shiksha - V.K. Maheshwari and B.L.Sharma, Surya Publications

Paryavaraneeya Shiksha – Jay dayal Kalra, Saroj Pharwaha, Baljeet Singh, 21st Century Publications.

MARATHI

Sandharaneeya Paryavaran Vyavasthapan – Sunil Rajpurkar, Himalaya Publications.

Paryavaran Shikshan va adhayapan paddhathi – A.M. Dhere, C.B.Powar, D.A. Patil, Phadke Prakashan.

Paryavaranache shikshan- Hemant Sudhakar Samant

Paryavaran Shikshan – Prakash Sawant, Phadke Prakashan

Paryavaran Shikshan – K.M.Bhandarkar, Nutan Prakashan

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SEMESTER 4
Course Name: Course 7 Section II (OPTIONAL PAPER)
Subject:-GUIDANCE AND COUNCELLING
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15marks, External = 35marks)

Objectives:-

- To develop an understanding of basic concepts in guidance and counseling.
- To develop an understanding of educational , vocational and personal guidance.
- To acquaint the student with testing devices and non testing techniques of guidance.
- To sensitize student teachers to the problems faced by students in the contemporary world.
- To sensitize students teachers to the problems faced by special groups.

MODULE - I Fundamentals of Guidance

UNIT 1

Concepts and Types of Guidance

a) Guidance :
   - Concept (Meaning and Characteristics)
   - Principles
   - Functions
   - Need (Individual and Social)

b) Types of Guidance : Concept and Need in the Global Context
   - Educational Guidance
   - Vocational Guidance and
   - Personal Guidance

c) Agencies - Functions
   - National Council of Research and Training
   - Central Institute for Research and Training in Employment Service,
   - State Guidance Bureau
   - Home & School

UNIT 2

a) **Testing devices and Non-testing Techniques in Guidance**
   - Testing Devices – Uses
   - Aptitude Test, Personality Inventories and Interest Inventory
   - Non-testing Techniques - Uses
     - Observation
     - Interview
     - Case study
     - Student portfolios

b) **Career Guidance:**
   - Sources of Career Information and Strategies of disseminating Career Information
   - Factors affecting Vocational Choice

c) **Mental Health and Well- being at Workplace**
   - Concept of Mental Health
   - Factors affecting Mental Health
   - Promoting Mental Health and Well Being at Work Place

MODULE - II Fundamentals of Counselling

UNIT 1

Concepts in Counselling

A) Concept (Meaning and Characteristics)
B) Needs of Counselling with special reference to present context
C) Types of Counselling
   I. Directive
   II. Non-Directive
   III. Eclectic
D) Process of Counselling
   I. Initial Disclosure
   II. In-Depth Exploration
   III. Commitment to Action

UNIT 2

Counselling Skills and Intervention

A) Skills required for Counselling
   - Rapport building,
   - Listening,
   - Questioning and
   - Responding

B) Counselling Approaches (Concept and Techniques)
   I. Behavioural Approaches
   II. Cognitive Behavioural Approach
   III. Humanistic Approach

C) Counselling for Adolescent Issues
   I. Bullying
   II. Relationship [Peer and Parent]
   III. Handling puberty issues
   IV. Addiction [substance abuse, technology induced social networking]
   V. Suicide
   VI. Academic Stress

Assignments:

1) Prepare a student portfolio
2) Strategies for handling academic stress

References:

- Dave,Indu.The Basic Essentials of Counselling Sterling Publisher. New Delhi
- Paul,Lengrand. An Introduction to Lifelong Education 2 CroomHekn-London the UNESCO Press-Paris. London
- Rao,Narayana. Counselling Guidance Tata Mc GrawHill . New Delhi
- Vashist,S.R. Methods of Guidance Anmol Publication. New Delhi
- Singh,Raj. Educational & Vocational Guidance. Commonwealth Publication .New Delhi
- Bhatnagar,Asha&Gupta,Nirmala. Guidance & Counselling -Vol. 1 Vikas Publisher House. New Delhi

- Kaushik,V.K&Sharma,S.R .Fundamentals of Psychology Anmol Publisher .New Delhi
- Chandra,Ramesh. Guidance &CounsellingKalpaz Publications. Delhi
- Shrivastava,K.K . Principles of Guidance &CounsellingKanishka Publishers Distributors. New Delhi
- Panda,N.P. Education & Exceptional Children .Deep & Deep Publisher. New Delhi
- Kalia,H.L. Counselling in Schools ICON. New Delhi
- Chauhan,S.S. Principles & Techniques of Guidance . Vikas Publisher. New Delhi
- Gibson,Robert. Introduction to Counselling & Guidance .Prentice - Hall of India. New Delhi
- Rao,S.N . Guidance &Counselling . Discovery Publications. New Delhi

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SEMESTER IV
Course Name: Course 7 Section II (OPTIONAL PAPER)
Subject:-ACTION RESEARCH
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15marks, External = 35marks)

OBJECTIVES:

To help the pupil:

1. In understanding the basics of action research
2. In understanding the process of action research
3. In applying the cycles of action research in the teaching-learning process.
4. In analyzing the importance of validating action research at each step.
5. In applying the methods of action research to the teaching learning process.
6. In understanding various tools of data collection of action research.
7. In developing the skill of constructing appropriate tools while conducting an action research.
8. Inunderstanding the components of action research plan.
9. In distinguishing betweenquantitative and qualitative data analysis in action research.
10. In understanding the features of a good action research report.
11. In analyzing the ways of sharing and reflecting action research
12. In developing the spirit of enquiry in the students

MODULE -1- FUNDAMENTALS OF ACTIONRESEARCH (17 Lectures)

Unit -1:Basics of Action Research:(8Lectures)

1. Meaning, principles, Uses and Limitations of Action Research
2. Difference between Fundamental and Action Research
3. Action Research for the professional growth of teachers.

Task/Assignment: Make a scrap book depicting five case studies related to professional growth of teachers while doing action research.

Unit -2: Process of Action Research: (9 Lectures)

1. Types of Action Research – Individual teacher action research and Collaborative action research (Meaning, Rationale, uses and limitations)
2. Cycles of Action Research – Stephen Kemmi's Action Research Cycle, Kurt Lewin's Force Field Analysis
3. Concept and types of validation - Self, Peer and Learner

Task/Assignment: Select any classroom problem and prepare a plan of action for solving it using any cycle of action research.

MODULE-2 - APPROACHES , METHODS, TOOLS, PLANNING, CONDUCTING AND REPORTING ACTION RESEARCH

(19Lectures)

Unit-3: Approaches, Methods and Tools for data collection in Action Research:(10Lectures)

1. Approaches of Action Research: Qualitative and Quantitative - Concept and Need
2. Methods of Action Research – Experimental, Survey and Case Study- Meaning, Purpose, Process and limitations
3. Tools for Data Collection – (Characteristics, uses and limitations)

a. Questionnaire –(open and close ended)

b. Audio – Video Recording

c.Interviews – Structured and Unstructured

d.Observation- Participant and Non-Participant

Task/Assignment: Prepare a tool for data collection for an action research project of your relevance..

Unit-4- Planning, Conducting, and Reporting Action Research:

(9 Lectures)

1. Designing the Action Research Plan (research question, need, significance, aims and objectives, research team, research design, schedule and budget

2. Analysis of Data:

a. Quantitative- Descriptive Analysis- Percentage, Mean, Correlation and Graphical representation (uses and limitations)

b. Qualitative (Immersion reflecting, standing back analyzing; synthesizing; relation to other work; locating reflecting back; returning for more data Presenting disseminating and sharing).

3.Reporting Action Research:

a. Features of a good quality Action Research Report – Comprehensibility, Authenticity, Truthfulness and Appropriateness.

b. Sharing and Reflecting - Locally, Action Research Communities, Professional Conferences and print and e- Journals.

Task/Assignment: Design an action research plan

References:

1. **Aggarwal, J C: Educational Research: an introduction**
2. **Best John W: Research in Education**
3. **Blaikie, N: Approaches to Social Inquiry**
4. **Carr, W And Kemmis s: Becoming Critical: Education, Knowledge and Action research**
5. **Cohen L And Manion: Research Methods in Education**

6. **Craig A. Mertler: Action Research – Teachers as Researchers in the Classroom**
7. **Creswell, J.W: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches**
8. **David Coghlan& Teresa Brannick: Doing Action Research in your Organization**
9. **Elliot, J: Action Research for Educational Change**
10. **Jean McNiff and Jack Whitehead: Doing and Writing Action Research**
11. **Jean McNiff: Action Research: Principles and Practice**
12. **LokeshKaul: Research Methodology**
13. **Lulla B P: Essentials of Educational Research**
14. **Manfred Max Bergman: Advances in Mixed Methods Research**
15. **McNiff, J. and Whitehead, J: All You Need To Know About Action Research**
16. **Peter Reason and Hilary Bradbury: The Sage handbook of Action Research**
17. **RaoUsha: Conducting Educational Research**
18. **Reason, P. and Bradbury, H: The SAGE Handbook of Action Research: Participative Inquiry and Practice**
19. **Stringer,E: Action Research in Education**
20. **Sukhia S P: Elements of Educational Research**
21. **Tharayani : Action Research**
22. **UshaRao : Action Research**
23. **Vivienne Baumfield, Elaine Hall and Kate Wale: Action Research in the Classroom**

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SEMESTER IV
Course Name: EPC 3

Subject:-CRITICAL UNDERSTANDING OF ICT
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15marks, External = 35marks)

This course comprises of combination of theory and practice. The theory part emphasizes on content related to technology knowledge for technology integration in teaching.

In the practical part the student –teacher acquire knowledge and skills required for the application of ICT in classroom practices.

This course utilizes a blend of on-line and in-class delivery methods. Activities in the course include

1. Face-to-face discussions on readings, designed to develop students critical thinking and facilitating skills.

2. online discussions, used mainly for formative evaluation and sharing students' reflections during their practice teaching in schools

3. Tech workshops, for sharing ICT knowledge and skills the students already have or have just gained, and Performance of student-teachers will be Active engagement and creation of product will be evaluated.

4. Group projects, done in a digital format and relevant to ICT in Education.

Points to note:

It is compulsory to develop one ICT enabled learning material for each module.

The course to be imparted in constructive setting.

The learning activities given at the end are assessable.

Learning outcomes

After undergoing this course the student Teacher will be able to:

1. Integrate ICT into Teaching Learning, administration and Evaluation.

2. Develop information Management, communication and collaborative skills.

3. Design and develop and use learning materials in Teaching.

4. Practice safe, ethical ways of using ICT.

5. Use ICT for making classroom processes Inclusive

6. Prepare collaborative project for problem-solving, research using ICT

Course EPC3

Critical understanding of Information and Communication Technology

Module I: ICT in education and its implications

Unit 1. Understanding of ICT in education

a) Concept of ICT and Principles of using ICT in teaching learning process
b) Impact of ICT in education (impact of ICT in social, cultural, economical)
c) Role of teacher (administrator, facilitator, tutor, mentor, counselor, evaluator) in ICT enabled education.
d) Issues and concerns related to ICT

- Challenges (multiculturalism, pedagogical, technological)
- Legal and ethical issues in use of ICT- Hacking, Violation of Copyright, downside of social networking sites

Unit 2: Integrating, Developing and Disseminating ICT enabled educational resources

a Instructional Design – ADDIE model , Implications of Constructivist approach to ID
b Creation of learning resources (Offline & Online)- script writing, story board
c Preparation of CAI package using Blended model of learning (Flipped classroom, Flex model, Lab model) and narration
d Integrating Digital resources for teaching learning in the context of

- Learning Management System (LMS)
- Using available Resources – Accessing, Customising, Creating and Redistributing OERs

Module II: Teacher and ICT enabled administration, evaluation and research

Unit 3 Use of ICT for Administration

a) Skills wrt using ICT for data management system (Populating data, managing the database, querying and retrieving data)
b) MIS- Maintaining Institutional records,
c) Library Management System
d) E-inclusion

- ICT integration for learners with learning disabilities
- ICT integration for physically challenged learners

Unit 4. Use of ICT in Evaluation and Research

a) ICT enabled assessment- use of Application softwares and online resources
b) Developing e-portfolios
c) ICT for research
d) ICT for professional growth of teachers

Learning Activities

- Select a case related to any one of the issues and concerns by surfing e newsletter. Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion.

- Develop a CAI package using ADDIE model of Instructional design for any topic of your choice. Incorporate any constructivist learning strategy.

- Using any LMS carry out following activities for facilitating learning in any of the unit of your choice:-
  - Identify resources for a topic of your choice and upload it.
  - Use any discussion forum available for the discussion on the uploaded learning material.
  - Generate a test.

- Critically evaluate any one MIS used for administrative purpose in school system.

- Collaborate with in-service teachers and carry out a research by conducting online survey on any social issue. (Exchange and share information using online mode for closer cooperation among teachers, parents and community)

  And carry out following activities:

  - Online data collection
  - Analysing
  - Reporting

Refrences

- CASE (2000), Emerging Technologies in Education, the M. S. University of Baroda Press.
- Comer D.E., (1997), The Internet Book, New Delhi : Prentice Hall of India.

- Goel, D. R., and Joshi, P. (1999). *A Manual for INTERNET Awareness*. CASE: The M. S. University of Baroda Press.
- Mahapatra, B.C. (2006). *Education in Cybernatic Age.* New Delhi: Sarup Sons.
- Mansfield, R. (1993). *The Compact Guide to Windows.World and Excel.* New Delhi: BPB Publishing.
- Saxena, S. (1999). *A first course in computers.* New Delhi: Vikas Publishing House.
- Tanenbaum, A. S. (1996). *Computer Networks.* New Delhi: Pretince Hall of India.
- Walkenbach, J. (1997). *Excel 97 Bible*. New Delhi: Comdex Computer Publishing.
- Khirwadkar, A. (2005). *Information & Communication Technology in Education.* New Delhi: Sarup & Sons.
- Khirwadkar, A. (2010). *e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms.* New Delhi: Sarup Book Publication Ltd.

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FRAME WORK FOR B.ED PART TIME PROGRAMME
THIRD YEAR SEMESTER V

COURSE	SUBJECT	INSTRUCTIONAL HOURS	CREDITS	INTERNAL	EXTERNAL	TOTAL
COURSE 8 Section I	**Educational Management**	60	4	30	70	**100**
COURSE 8 Section II	**Creating An Inclusive School**					
	TOTAL	60	04	30	70	**100**

FRAME WORK FOR B.ED PART TIME PROGRAMME
THIRD YEAR SEMESTER V
PRACTICUM

SR.NO	TITLE	MARKS	CREDITS
	Supervised School Internship (3 weeks)		

1.	Lessons (25x10)	250	10
2	**Test** (Class Test15 &Essay 10) (2 Class Test & Essay 2)	25	01
	TOTAL	**275**	**11**

SEMESTER V
Course Name: Course 8 section 1
Subject:-EDUCATIONAL MANAGEMENT
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15marks, External = 35marks)

Objectives:

1. To develop an understanding of the concept of Educational Management
2. To know the functions of Educational Management
3. To understand the relevance of Quality Management in educational institution.
4. To create an awareness about importance of 'Learning Organisation' in education.
5. To gain an insight into the importance of Management of Change.
6. To acquaint the learners with the process of Human Resource Management.
7. To develop an understanding about Educational Administration.

Module I :Fundamentals of Educational Management

Unit I Concept of Educational Management(Total Lectures 8)

a) Educational Management –Meaning, objectives and importance (3 Lectures)

b)Principlesof Management by Henry Fayol and its application to Educational Management (2 Lectures)

c) Functions –planning, organizing, staffing, directing, and controlling (Meaning & Importance (3 Lectures)

Assignment: Prepare a report on any school activity, keeping in mind five functions of management.

Task: Observe any two school activities and analyse in the context of functions of management.

Unit II Organisational Management(Total Lectures 8)

a) Management of Change – Meaning, Types and Process (3 Lectures)

b)Quality Management: Concept, Process and Indicators (2 Lectures)

c) Peter Senge'sModel of Learning Organisation and its importance to Educational Management (3 Lectures)

Assignment: Use a readymade tool to analyse the quality of the internship school.

Project:Prepare an interview schedule to identify the perception of senior teacher about her institution as a Learning Organisation based on the following criteria: Institutional / organisational vision, mission and goals, continuous improvement in terms of academics, infrastructure and service conditions,student-support and staff development.

Module II Resource Management and Administration

Unit III Human Resource Management(Total Lectures 8)

a)Human Resource Management – Meaning, Need and Processes (2 Lectures)

b) Leadership: Situational Leadership Model by Paul Hersey and Ken Blanchard (3Lectures)

c) Leadership : Skills – Grievance Management (concept, process and strategies), Decision Making (Meaning and process), Crisis Management (Meaning, Types and Stepsand Team Building(Meaning and Need) (3Lectures)

Assignment: As a teacher, think of a crisis situation and prepare a plan of action

Task: Prepare minimum two games for team-building.

Unit IV Educational Administration(Total Lectures 8)

a) Time Table: Types and Principles of Construction (2 Lectures)

b) Staff Meeting: Types and Process (2 Lectures)

c) i. Absenteeism – Causes and Measures (Staff and Students) (2 Lectures)

ii Secondary School Code (2 Lectures)

Assignment: Critically analyse the time-table of any school based on the principles of time-table framing.

Task: Collect the information about the measures taken by the school to handle absenteeism among students.

SEMESTER V

Course Name: Course 8 section 2

Subject:-CREATING AN INCLUSIVE SCHOOL

Total Credits: 2

Total Hours: 30 hours (36 lectures of 50 minutes duration)

Total Marks: 50 (Internal = 15 marks, External = 35 marks)

OBJECTIVES: After completing this course the learners will:

- Be able to discuss basic understanding of key concepts: diversity, disability and inclusion;
- Be able to describe the national and international framework with reference to disability and inclusion;
- Be able to identify and implement actions areas to make schools and classrooms more diversity friendly.

Module 1: Conceptual Overview

Unit 1: Understanding Diversity, Disability and Inclusion

a) Understanding Environmental Diversity: social, cultural, linguistic and economic

b) Understanding individualistic diversity of abilities: Meaning, Classification, Characteristics of Disabilities (i) Sensory ii) Neuro developmental iii) Loco motor and Multiple Disabilities)

c) Identifying & Implementing Special Needs (i) Sensory ii) Neuro developmental iii) Loco motor and Multiple Disabilities)

d) Concept of Inclusion: Meaning, justification, strengths and challenges with reference to 'barrier free' and 'right based'education

Unit 2: Legal & Policy Perspectives

a) International Convention: UN Convention on the Rights of Persons with Disabilities (2006)

b) Constitutional Provisions: PWD with Amendments, National Trust Act (1999), RCI Act (1992), RTE Act (2009)

c) Policies, Programmes, Schemes, Institutes

i) National Policy on Disabilities (2006)

ii) SSA (2000)

iii) RMSA(2006)

iv) IEDSS (2009)

v) RCI & National Institutes accountable for Disabilities

d) Liaising for reciprocal support of pre-school programmes and pre-vocational training programme.

MODULE 2: TOWARDS INCLUSIVE SCHOOLS AND CLASSROOMS

UNIT 3: Developing Inclusive Environment and Practices

a) Models of viewing Disability: Charity model, Functional model and Human rights model

b) School readiness for addressing Learner Diversity: environmental and individual diversities

c) Making learning more meaningful :i) Disability wise curricular accommodations and Adaptations in Instructions, evaluation and Teaching Learning Material ii) Strategies for differentiating content iii) Disability wise Classroom Dos and Donts

d) Different provisions for examination by Maharashtra State Board and other boards.

Unit 4: Nurturing Inclusion

a) Barriers and Facilitators of Inclusion: Attitudinal, Social and Infrastructural

b) Classroom technology: options, impact and challenges

i) Adaptive and Assistive Devices

ii) Use of ICT in Inclusive classrooms.

c) Role of classroom teacher in the context of roles of various agencies, functionaries and rehabilitation professionals

d) Involving external agencies for networking including NGOs

Practicum:

1) Case study of a Learner with Special needs
2) Making a Report of Visit to a resource room of SSA
3) Interviewing a teacher working in an Inclusive School

REFERENCES:

Naomi, G Victoria, Optical devices for low vision reading , 2014, Hyderabad, Neelkamal Pub.

Rao, Alla Appa, (2010) Learning Disabilities. Neelkamal Pub. Hyderabad

Renuka, P. (2014)Children with Disabilities Hyderabad. Neelkamal Pub.

Mohapatra, Damodar. (2006) Impact of family environment on early childhood education. Hyderabad: Neelkamal Pub.

Manivannan, M. (2013) Perspectives on special education. Hyderabad: Neelkamal Pub.

Umadevi, M R. (2010) Special education. Hyderabad:Neelkamal Pub.

Rana, Nishta. (2013) Children with special needs.Hyderabad:Neelkamal Pub.

RCI (2013) Status of disability in India 2012. New Delhi:RCI Publication

Ranganathan, Snehlata. (2014) Guidelines for children with special educational needs. New Delhi:Kaniksha Publishers

Deshprabhu, Suchitra (2014) Inclusive education in India. New Delhi:Kaniksha Publishers

Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers

Reference Books

Sr.No	Name of the book	Author	Publication	Unit
1	Personnel/Human Resource Management Third Edition	David A. DeCENZO and Stephen P. Robbins	Prentice Hall of India Pvt.Lts 1993	Unit I and II
2	Organizational Behaviour	O.Jeff Harris,PH.D Sandra J. Hartman Ph.D	Jaico Publishing House	
3	Principles and Practice of Management	L.M.Prasad	Sultan Chand and Sons	
4	Making Organizational Roles Effective	Udai Pareek	Tata Mc-Graw-Hill Publishing Company Limited	
5	Creative Leadership	Rustam S. Davar	UBS Publishers' Distributors Ltd	Unit III Leadership
6	Leaders for Today Hope for Tomorrow Empowering and Empowered Leadership	Anthony A. D'souza	Pauline Publications	
7	Leardership A trilogy on leadership and effective management	Anthony A. D'souza	Better Yourself Book	

8	The Action Centred leader	John Adair	Jaico Publishing House	
9	Juran on Leadership for Quality An Excellent Handbook	J.M. Juran	The Free Press	
10	Train your team yourself	Lisa Hadfield-Law	Jaico Publishing House	Skills
11	Teamwork in Practice (Pulling together)	Alison Hardingham andJenny Royal	Jaico Publishing House	
12	Effective Decision Making A Practical Guide for Management	Helga Drummond	Wheeler Publishing	

FRAME WORK FOR B.ED PART TIME PROGRAMME
THIRD YEAR SEMESTER VI

COURSE	SUBJECT	INSTRUCTIONAL HOURS	CREDITS	INTERNAL	EXTERNAL	TOTAL
COURSE 9- Section I	**Gender School And Society**	60	4	30	70	**100**
COURSE 9 Section II	**Language across the curriculum**					
EPC -4	**Understanding The Self**	30	2	50	-	**50**
	TOTAL	90	06	80	70	**150**

FRAME WORK FOR B.ED PART TIME PROGRAMME
THIRD YEAR SEMESTER VI
PRACTICUM

SR.NO	TITLE	MARKS	CREDITS
1.	Internship (1week)		
	i) Reflective journal (for all Semesters)	50	02
	Co teaching with peers (10 x10)	100	04
2.	**Test** (Class Test 15 & Essay-10) (2 Class Test & Essay 2)	25	01
	Total	**175**	**07**

SEMESTER VI
Course Name: Course 9 Section 1
Subject:-GENDER SCHOOL AND SOCIETY
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Objectives:

After going through this course, the student should be able to
Understand the concept of sex, gender, transgender and gender role development
Understand the challenges to gender equity; stereotypes, gender bias

- 1. understand the influence of social institutions (family, caste, class, religion, region,) on gender identity;
- examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities /reinforcing gender parity.
- observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as girls and boys at home and in classroom interaction.
- critically analyze representation of gendered roles, relationships and ideas in textbooks and curricula;
- examine the legal provisions to deal with issues of gender parity
- critically appraise the role of media in reinforcing gender roles in the popular culture and at school.
- Appreciate the role of NGOs and women groups in sensitizing society towards gender parity

Module 1. Gender and Socialization
Unit 1. Gender: Concept and Perspectives

a) Concept of sex, gender and transgender **2Hrs**
b) Gender related concepts: patriarchy, feminism, equity and equality, sexuality **2Hrs**
c) Emergence of gender specific roles: sociological and psychological perspectives **2Hrs**

Unit 2. Social construction of gender identity

a) Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity **5Hrs**
b) Gender bias: health and nutrition, education, employment and stereotyping **3Hrs**

Practicum:

1. Study the distribution of roles and responsibilities in family, schools and classrooms, rituals and school routines,
2. Study the processes of disciplining distinctly as girls and boys at home and in classroom interaction.
3. Survey of diet of girls and boys in different sections of society, height and weight of girls and boys in different sections of society, amount of work done by girls and boys in different sections of society

Module 2. Gender: Education and Empowerment 16 Hrs
Unit 3. Gender and Curriculum Transaction
a) Genderissues in schools**2Hrs**

i) curriculum and textbooks;
ii)sexual abuse, cyber bullying
b) Gender and the hidden curriculum 1Hrs
c) Gender Empowerment**:** the role of curriculum, textbooks and teachers **3 Hrs**
d)Contemporary women role models in India : urban and rural; **1 Hr**

Unit 4. Strategies for Change

a) Role of media in reinforcing gender parity through the popular culture **2 Hrs**
b) The role of family, religion, etc. in reinforcing gender parity 2Hrs
c) The role of NGOs and women's action groups in striving towards gender equity **2 Hrs**
d) The efforts of the government agencies to achieve gender parity: reservations and legal provisions; **2Hrs**
e) Millenium Development Goal: Promoting gender equality and empowerment **1 Hr**

Practicum:

1. Prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities and the taboos.
2. Gender analysis of text books and suggestions for change
3. Identify social practices hindering gender parity
4. Case studies of groups/organizations working for women
5. Critical analysis of depiction of women in mass media (ads/serials/films/print media)
6. Document review related to women's issues(USAID,CEDAW, Domestic Violence Act 2005)
7. Visits to institutions working for women's welfare
8. Review of any five researches related to gender studies
9. Co-Curricular Activities:
10. Street plays, Exhibitions, Debates, Interviews, Poster Competitions, Slogan Competitions
11. Strategies to promote acceptance of transgender: case studies
12. Strategies to promote positive body image

References:

- Bhasin Kamala: Understanding gender, kali for women, N. Delhi,2000 2.
- BasuAparna: Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom, OUP, 1999.
- ChodhuriMaitreyee (2004): Feminism in India, Women Unlimited, New Delhi. 4. ChakravartyUma:Gendering caste through a feminist Lense, Stree, Calcutta,2003.
- Courting Disaster, PUDR report, 2003.
- Davis Kathy, Evans Mary, Lorber, J (edt) (2006): Handbook of Gender and Women's studies, Sage,UK.

- Delamont Sara: Feminist Sociology 8. Feminist Concepts, Contribution to women's studies series, Part-I, II, III, RCWS, Mumbai.
- Freedman Jane: Feminism, Viva Books, New Delhi, 2002. 10. Geetha V.: Patriarchy, S
- Gender Analysis of School Curriculum and Text Books UNESCO, Islamabad, 2004 Principal Author ... Gender Analysis of Primary School Textbooks in Punjab.

Web references:

- http://thesocietypages.org/socimages/2012/11/16/gender-in-the-hidden-curriculum//
-
- http://unesco.org.pk/education/documents/publications/Gender%20Analysis%20of%20School%20Curriculum%20and%20Text%20Books.pdf/
- http://www.ncert.nic.in/rightside/links/pdf/focus_group/gender_issues_in_education.pdf/
- http://www.education.com/reference/article/gender-roles-schools//
- http://www.earlhamsociologypages.co.uk/Gender%20and%20Hidden%20Curriculum.html/
- http://www.ignou.ac.in/ignou/aboutignou/school/sogds/programmes/detail/562/2
- http://www.ignou.ac.in/ignou/aboutignou/school/sogds/programmes/detail/617/2
- http://www.ul.ie/graduateschool/course/gender-culture-society-ma
- http://www.ucd.ie/graduatestudies/coursefinder/taughtprogrammes/graudate-diploma-in-women-gender-and-society/

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SEMESTER VI

Course Name: Course 9 Section 2
Subject:-Language Across Curriculum
Total Credits: 2
Total Hours: 30 hours (36 lectures of 50 minutes duration)
Total Marks: 50 (Internal = 15 marks, External = 35 marks)

Course Objectives

1. The paper aims to sensitize student teachers about the language diversity that exists in the Indian classrooms.
2. Understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.

3. To understand the nature of reading comprehension in different content areas and equip the learner with a variety of writing skills.

Unit 1 Multilingualism and its implications in the Indian Classroom/Context.

Objectives

1. To sensitize student - teachers to the language diversity that exists in the classroom.
2. To analyze the reasons for linguistic disadvantage (deficit theory) and discontinuity theory).
3. To trace the influence of society on language.
4. To describe the process of language acquisition.
5. To plan appropriate methods of instruction.

Topics

a) Multilingualism in the Indian context.
b) Developing Socio linguistic awareness in the Indian class rooms.
c) Critiquing state policies on language and Education.

Tasks and Assignments

Rewrite a unit from a prescribed in the form of a dialogue appropriate for a multi lingual class in the target language.

1. Construct a glossary of content words in the target language using synonyms and illustrations.
2. Construct a lesson plan emphasizing the strategies for a multi lingual class using the target language.
3. Making tables of linguistic / literary back grounds of the students in the class.
4. Documenting educational testimonies of family members / migrant workers / children / who are linguistically disadvantaged.
5. Making educational testimonies from biographies / auto biographies of students from tribal belts/ linguistically disadvantaged.
6. Observe children in a metro in a cosmopolitan set up (the role of peers, media, school etc.) and present a report highlighting factors enhancing language learning.
7. View any film on multi lingualism (R. Agnihotri) and write a Review of the same.

Module 1

Theories that explain Acqusition

Unit 2

Objectives

1. To familiarize students with the theories that explains language acquisition (Deficit, theory) discontinuity theory.
2. To sensitize the Role of a facilitator in the process of language acquisition.

Module 1

Unit 2 - Theories to explain language Acquisition

a) The Discontinuity theory.
b) The Deficit theory.

C) EnvironmentalVs biological - Skinner's & Chomsky's theories on Language acquisition

Task and Assignments

Module 2 Unit 1

Transacting Language across Disciplines

Objectives

1. To understand the critical importance of oral language and questioning in the class and its impact on student learning.
2. To understand the significance and process of discourse and discussion based learning.
3. To appreciate the role of the teacher in promoting language learning across the curriculum.

Topics under Module 2 Unit 1

a) Importance of oral language in the classroom, The significant role of discourse and structure for discourse in the classroom(Chang)
b) Engaging learners in language learning: Importance of questioning & types of questions (Suter) and discussion based learning
c) Teacher's role in promoting language across discipline.

Assignment and tasks

a) Read research studies on classroom discourse and summarizes your understanding of the same in not more than 1500 words. A
b) Write a transcript of a classroom discourse integrating discourse process mechanisms. T
c) Prepare a lesson plan in a school of your choice incorporating the different types of questions. A
d) Conduct an interview of minimum three teachers in school to understand how they promote oral language in their classes and submit a short report. T

References Needed

Module 2 - Transacting Language across Disciplines

Objectives

1. To develop a basic understanding of different types of reading learn about varied text structures.
2. To be familiar with the theoretical application in reading enhance skills of reading comprehension.
3. To develop the writing skills analyze conceptual understanding (from written work).

Topics

a) Identifying Nature of texts & Language structures.
(Expository vs Narrative, Transactional vs Reflective Language Schema, text structures.

b) Techniques to enhance Reading comprehension (Scanning, Skimming, Columnar reading, Key word reading).

c) To develop different types of writing skills analyzing children's writing.

Tasks and Assignments

Writings

a) Read from different magazines / articles related to the content and make a power point presentation.

b) Read an article from any educational Journal /periodicals and develop a concept map on the same.

c) Prepare an abstract from any research article.

d) Critically evaluate any student's essay and present a conceptual analysis of the same.

Suggested activities

1. Reading in the content areas.
   - Social Sciences (Hist /Geo./Eco./Comm.).
   - Reading for comprehension texts and converting situations into dialogue.
   - Re-telling the accounts with different view-points.
   - Skimming and scanning to make a scrap-book with newspaper of magazine articles.
   - Taking up reference research by articulating research questions.
   - Science.
   - Making schematic representations like flow diagrams, tree diagrams, mind maps etc. by identifying the major concepts and ideas involved.
   - Mathematics.
   - Converting word problems into numerical expressions.
   - Information Transfer from statistical representation and vice-versa.
2. Types of texts
   - Analyzing the structure of a text: identifying main ideas, supporting ideas, examples and terms used a connectors and transitions etc.
   - Creating graphic organizers to explain the information in the text.
   - Text features walk-(text features, text organizations, and text content)
   - View-Counterview (view on certain topics are given and students have to read, understand and write counterviews on the same)
   - Writing a job application from a given curriculum vitae.
3. Text Structures

- Developing posts/flash cards(using content from any subject textbooks) with examples on:
- Cause and Effect text structure
- Sequential text structure
- Compare and contrast text structure
- Descriptive text structure
- Problem-solution text structure

References

1. Agnihotri R (2010) Multi linguality and the Teaching of English in India, ERL Journal 1:1 January 2010 - The English and the Foreign Languages University.
2. Richards, J and Lockhart C (1994) Reflective Teaching in sound Language classrooms Cambridge - Cambridge University Press Kumar, K (2007). The Child's language and the Teacher - India NBT.
3. Sinha, S (2000) Acquiring Literacy in schools Re designing curricula: A symposium on working a framework for school Education.
4. National council of Educational Research and Training India 2005. National Curriculum Frame work, NCF 2005 New Delhi - India.

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Semester VI
Course Name: Course EPC 4
Subject:- UNDERSTANDING THE SELF
Total Credits: 2
Total Hours: 15 hours (18 lectures of 50 minutes duration)
Total Marks: 25 (Internal = 25marks, External = 00marksMODULE ONE: THE WORLD WITHIN ONESELF

Unit 1: Exploring the self (potential of self, fears, aspirations)

Content

- Exploring the self (potential of self, fears, aspirations)
- Self identity
- Teacher as a reflective practitioner

Objectives:

- ❖ To enable the student teacher to discover oneself.
- ❖ To orient the student teacher the significance of knowing oneself.
- ❖ To assist the student teacher to discover one's strengths and weaknesses.
- ❖ To familiarize the student teacher with techniques, methodologies of knowing one's potentials, strengths.
- ❖ To examine one's fears, weaknesses and shortcomings.
- ❖ To understand the concept of reflective practitioner

- To equip oneself with the skill of reflective journaling

Concept Note: Exploring and being aware of one's inner world is very important for understanding our self and the world around us. In today's demanding world, there is very little time to introspect or reflect on oneself. We try to understand our physical and social milieu, but it's also important to understand and discover oneself. Franken (1994) suggests that, 'when people know themselves they maximize outcomes because they know what they can and cannot do'. Self Awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self Awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment. Understanding self knows one's strengths, weaknesses, fears and anxieties and have realistic goals and in a way can avoid hostility, status-drop, frustration and over ambition. Self- Knowledge is a powerful tool to anchor one's personal life and nurture professional life.

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching. Reflective teaching is therefore a means of professional development which begins in our classroom.

No.	Title of the Activity	Learning Outcomes	Kind of Activity suggested	Resources Needed
1.	Exploring the self	To be aware of one's potentials, able to identify one's strengths and weaknesses, know what one can do and cannot do, able to evolve as a person and able to develop the skill of self-awareness.	Workshops on: Self Awareness, self-concept, Self Image, Transactional Analysis Meditation workshop, Yoga Sessions, Orientation towards Narrative Writing.	Survey on self concept. Johari Window – a self-awareness diagnostic tool.

2.	Self- identity and formation of one's self	to examine what has affected one's sense of self and identity formation.	Workshops on self –identity, reading , sharing and discussing the books, writing stories, sharing life turning incidents and use of non-verbal expressions to connote one's deeper feelings Role Playing	Case-studies/ biographies/ stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation. Films and documentaries on different aspects of human victories and defeats.
3.	Teacher as a Reflective Practitioner	To identify the characteristics of a Reflective practitioner To examine one's effectiveness as a reflective practitioner To Assess one's reflective teaching,	Workshops Reflective practices (Reflective in action, on action and for action) Introspection exercises to know oneself as a reflective practitioner Critically reflect on one's teaching learning practices	Film Reviews on any one (some suggested films are Mona Lisa Smiles, Dead Poet's Society, TaareZameen Par, 3 Idiots) Survey on Reflective teaching Self evaluation of one's lessons Review of one's videotaped lessons

Task and Assignment

Write a reflection about your journey as a student-teacher. Identify areas where you think you need to improve and elucidate how you intend bringing improvement in yourself in these areas.

Suggested References

Websites:

http://www.wikihow.com/Identify-Your-Strengths-and-Weaknesses

http://www.mindtools.com/pages/article/coaching-self-awareness.htm

http://www.selfawareness.org.uk/news/understanding-the-johari-window-model

https://tojde.anadolu.edu.tr/tojde42/articles/article_2.htm

http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/225/127

http://www.azimpremjiuniversity.edu.in/sites/default/files/userfiles/files/Mythili_Ramchand.pdf

http://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice

http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/zaidOdeh.pdf

http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/225/127

http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1740&context=doctoral

http://www.ucd.ie/t4cms/Reflective%20Practice.pdf

http://www.waikato.ac.nz/tdu/pdf/booklets/18_ReflectivePractitioner.pdf

Books:

Duval, T. S., & Silvia, P. J. (2001). Self-awareness and causal attribution: A dual systems theory. Boston: Kluwer Academic.

Duval, T. S., & Silvia, P. J. (2002). Self-awareness, probability of improvement, and the self-serving bias. Journal of Personality and Social Psychology, 82, 49-61.

Phillips, A. G.,& Silvia, P. J. (2004). Self-awareness, self-evaluation, and creativity. Personality and Social Psychology Bulletin, 30, 1009-1017.

Povinelli, D. J., & Prince, C. G. (1998). When self met other. In M.Ferrari& R. J. Sternberg (Eds.), Self-awareness: Its nature and development (pp. 37-107). New York: Guilford

Mullen, B. &Suls, J. (1982). Know thyself: Stressful life changes and the ameliorative effect of private self-consciousness. Journal of Experimental Social Psychology, 18, 43-55.

Lewis, M. & Brooks-Gunn, J. (1978). Self knowledge and emotional development. In M. Lewis & L. Rosenblum (Eds.), The development of affect: The genesis of behavior, 1 (pp. 205-226). New York: Plenum Press.
Luft J and Ingham H. (1955). The Johari Window: a graphic model for interpersonal relations, University of California Western Training Lab.

Brooksfield, S. D. (1995). Becoming a critically reflective teacher. San Francisco, CA: John Wiley & Sons, Inc.

Farrell, T. S. C. (2004). Reflective practice in action. Thousand Oaks, CA: Corwin

Press, Inc.

Fendler, L. (2003). Teacher reflection in a hall of mirrors: Historical influences and

political reverberations. Educational Researcher

GürŞahin, G. &DikkartinÖvez, F. T. (2012).An investigation of prospective teachers' reflective thinking tendency.Procedia Social and Behavioral Science

Gurol, A (2010) Determing the reflective thinking skills of pre-service teachers in learning and teaching process. Firat University, Turkey.

Kurt, M., &Atamturk, N (2012) Reflective practice and its role in stimulating personal and professional growth.

Larrivee, B(2006) An educator's guide to teacher reflection. California State University.

Schön, D. A. (1987). Educating the reflective practitioner. San Francisco, CA: John,Wiley& Sons, Inc.

Unit Two: The Evolving Self

Content:

- Developing the self (building self esteem, self image)
- Harmony and peace with self (Resilience, mindfulness)
- Positivity and management of emotions

Objectives:

- To understand the concept of self esteem and self image, the contributing factors and the importance of a healthy self esteem.
- To reflect on personal self esteem and self image.
- To practice strategies for a healthy self esteem and self image.
- To understand the concepts of resilience, mindfulness and emotional regulation.

- To practice strategies to enhance resilience and emotional regulation and cultivate mindfulness.

Concept note:

The objective of the unit is to encourage exploration, reflection and integration of the concepts of self esteem, self image which provide the foundation for optimism, resilience and emotional regulation. The concept of mindfulness is introduced as a strategy to help the students develop a harmonious and peaceful relationship with the self. Kolb's experiential learning cycle may be used as a model for designing the learning experiences.

Task and assignments:

Present a narrative on "The Journey So Far", outlining your experiences in the sessions, their major insights/takeaways, the applications of these to your life, the breakthroughs achieved, and action plans for the future. Students may choose any media for presentation (writing /drawing/oral presentation/multimedia presentation/dramatization.)

Suggested references:

Websites: Theoretical Background:

- http://www.learning-theories.com/experiential-learning-kolb.html : Kolb's Experiential Learning
- http://www.nathanielbranden.com/ess/ess12.html: Theory of Self Esteem by Nathaniel Brandon.
- http://www.mindtools.com/pages/article/newTCS_06.htm : Positive thinking.
- http://www.mas.org.uk/uploads/articles/Resilience_and_strengthening_resilience_in_individuals.pdf: Resilience
- http://www.gannett.cornell.edu/topics/resilience/index.cfm : Resilience
- http://www.wisebrain.org/media/Papers/EmotRegDaily%20Life.pdf : Self Regulation

Tests/Scales:

- http://www.yorku.ca/rokada/psyctest/rosenbrg.pdf :Rosenberg Self Esteem Scale.
- http://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html: Test on Learned Optimism.
- http://www.mindfulnessresource.org/category/toronto-mindfulness-scale/ : Toronto Mindfulness Scale.

Activities:

- http://www.gamesforgroups.com/selfesteemgames.html
- http://www.unesco.org/education/tlsf/mods/theme_d/mod22.html : Value Clarification
- http://waterloo.mylaurier.ca/content/documents/Link/Counselling%20Services/Relaxation%20Techniques%20and%20Mindfulness%20Strategies.pdf : Mindfulness Strategies
- http://www.blackdoginstitute.org.au/docs/10.MindfulnessinEverydayLife.pdf : Mindfulness strategies.
- https://self-regulationintheclassroom.wikispaces.com/Games+and+Exercises : Self Regulation activities (May be adapted according to learner needs).

Videos:

- https://www.youtube.com/watch?v=MDOrzF7B2Kg : Video on resilience
- https://www.youtube.com/watch?v=_If4a-gHg_I : Mindfulness by Jon Kabat-Zinn.

Books:

- Branden, N., & Archibald, S. (1982). *The psychology of self-esteem*. Bantam Books.
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MODULE TWO: SELF AND THE WORLD

Unit Three: The Emerging Self

Content:

- Stereotypes and Prejudices :Gender, Class, Caste, Race, Region, Language, Religion, Disability (any three of the indicated may be chosen)
- Agencies that shape the self : Family, School and Media
- Challenging stereotypes

Objectives:

- To examine the effects of stereotyping and prejudice
- To understand the influence of family, school and media in the formation of stereotypes and prejudices
- To enable the student-teacher to recognize stereotypical and prejudicial attitudes in self and others.
- To help the student-teacher to overcome stereotypical and prejudicial attitudes in self and others.

Concept note:

People often bear prejudices and tend to stereotype others. This has an adverse effect on the persons being stereotyped. Low self esteem, bearing a suspicious bent of mind and lack of self worth could emerge if one is continually labelled. Prejudices have an undesirable effect on interpersonal communication. This in turn affects the team spirit, becomes an obstacle in personal and social development. Prejudices could be fuelled by one's own childhood experiences, home, school and media. It is necessary to examine and address these beliefs objectively. Henri Tajfel's Social Identity theory ('in group-out group' theory) may be used as a base. It is important that the basic principle of this unit, namely freedom from bias and stereotypes, is interwoven into the classroom environment. Encourage student-teachers to identify their role as agents of change by helping to eliminate prejudices and biases seen in the classroom.

Activities for transacting the content

No	Framework of Session	learning outcomes	kind of activity suggested	resources needed

1	Understanding stereotypes and identifying prejudices (What are stereotypes and prejudices? Who are victims of stereotyping? What are the effects of stereotyping? What impact do prejudices have on people?)	i. Identification of stereotypes one has formed ii. Identification of the prejudices that one harbours iii. Understanding the effects of stereotyping	*brief input on Social Identity Theory *Sharing of experiences where one has faced stereotyping *viewing of video clips from films / advertisements, discussion of news reports where stereotyping is evident * workshop for Bursting of stereotypes	Essential Reading: Henri Tajfel's Social Identity Theory McLeod, S. A. (2008). Social Identity Theory. Retrieved from http://www.simplypsychology.org/social-identity-theory.html http://www.age-of-the-sage.org/psychology/social/social_identity_theory.html Reading material: http://remember.org/guide/History.root.stereotypes.html http://genderequality.gov.ky/resources/stereotypes-and-prejudice http://www.tolerance.org/activity/test-yourself-hidden-bias http://www.mediapoondi.com/2014/05/14/breaking-stereotypes-a-social-campaign-by-trulymadly/ Lesson Plans:

2	Agencies that shape the self: Analyzing the influence of home, school and media on stereotypes and prejudices	Understanding the influence of home, school and media on formation of stereotypes and prejudices	*activities for introspection to find what results in formation of prejudices *Interview people in your family to see if they bear any prejudices. Have you been influenced by these? What roles have films and school played in formation /elimination of prejudices. Share the experiences in a group	http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes https://www.tes.co.uk/teaching-resource/prejudice-and-stereotypes-6113716 http://learningtogive.org/lessons/unit100/lesson1.html

3	Challenging stereotypes (How does one address prejudices and overcome them?)	Developing an objective perspective towards others Eliminating prejudices harboured	*Role play *Problem solving exercises *Re-scripting an experience to make it prejudice-free.	

Task and Assignment: Interview at least ten students (Class VIII to XII) to identify the prejudices they harbour. Find the reasons for the same. (You may solicit information through a structured tool). Plan activities to facilitate elimination of prejudices among students.

Unit Four: The Caring Self

Content

- Personal Mastery (self compassion, spirituality, exploring value system)
- Skills for developing sensitivity (empathetic listening, self expression, conflict resolution)

Concept Note

Personal Mastery is related to personal empowerment. In Peter Senge's words "it involves a commitment to truth - a relentless willingness to uncover the ways we limit and deceive ourselves." It means turning the mirror inwards. Personal mastery is guided by principles such as purpose, vision, belief, commitment and knowing oneself. Personal mastery is about living a life with purpose and meaning. It is about being able to love yourself for who you are and being able to express yourself in its fullest. Teachers as helping professionals and leaders will need to understand self and most important care for self so that they can care for others. It's like "before you can lead outwards, you need to look inwards." This unit will help student teachers to look inwards, develop skills to explore values systems:

Objectives:

- To examine the self from a authentic perspective
- To develop self compassion in the participants & explore their own value systems
- To equip student teachers with skills for empathetic listening and self expression
- To develop understanding of conflict resolution skills
- To develop Personal mastery in their individual and professional life.

No	Title of the activity	learning outcomes	kind of activity suggested	resources needed
1	Personal Mastery (self compassion, spirituality, exploring value system)			
	Self compassion	to learn to love oneself unconditionally to take responsibility our lives within our capacity	workshop, reflective exercises to develop insight into the participants thoughts and actions during testing times and how these impact the resolution of the problem at hand. Film viewing and discussion on the same	Worksheets ' an exercise in unconditional self love' by Rita Loyd (2008) www.Nurturing Art.com Video on self –compassion by Brene Brown (Youtube)
	Spirituality	to calm the mind by concentrating on the breath and environment	Meditation exercises 5 to 10 min Zen walking (concentrating on the surroundings , being with oneself)	facilitator and guided practice http://www.deepermeditation.net/blog/zen-walking-meditation-techniques-kinhin-instructions/
	Exploring values	to create awareness about values : prioritizing , compromising on values, and the similarities and differences within the group.	Trading values values auction Personal heroes	flip chart ,pens, charts… https://www.google.co.in/?gfe_rd=cr&ei=_HH8VMnXIaLO8gfyr4GwBw&gws_rd=ssl#q=exploring+values+activities
2	Skills for developing sensitivity (empathetic listening, self expression, conflict resolution)			

	Empathetic listening 1.active listening 2. I am listening	to develop student awareness of : a. Listening skills – positive and negative listening b. Importance of understanding the other persons point of view c. To learn how to give appropriate feedback	Role Play and paired activity	Talking rights: Taking responsibility. UNICEF resource book for speaking and listening. (1999) Handouts of scenarios. Pg 63,64 http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf

	Self expression	to realize the importance of facial expression in communication. To create awareness and sensitivity to others emotions. to understand the relationship between our emotions and effective functioning	Group activity (let's face it) Teams of four to six. facilitator from each team. interpretation of facial expressions followed by discussion. Group activity (Hot buttons) tams of 4 to 6 followed by discussion	http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf pg 193-197 sheet of discussion questions.
	Conflict resolution	to experience conflict and to work thru conflicts to reach a team goal	helium hoop- to reach a team goal mapping a conflict conflict diary	hoop, Index cards,Post it, scarfs, handkerchiefs for blind fold. http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf Talking rights: Taking responsibility. UNICEF resource book for speaking and listening. (1999)

References:
Martin Seligmans PERMA Model
http://positivepsychologymelbourne.com.au/PERMA-model

Stereotype Formation and Endorsement: The Role of Implicit Theories
https://web.stanford.edu/dept/psychology/cgi-bin/drupalm/system/files/Stereotype%20Formation%20and%20Endorsement-%20The%20Role%20of%20Implicit%20Theories.pdf

Peter Senge, The Fifth Discipline: The Art and Practice of the Learning Organization

Task and assignment

"Self –affirmation is important for nurturing the Personal self". Prepare a one page flyer about how you see yourself (you can use pictures, sketches, colours, graphical representations etc) or alternatively write an autobiography of 1000 words about yourself.

SEMESTER WISE OVERVIEW OF MARKS AND CREDITS

SEMESTER	THEORY		TOTAL THEORY		PRACTICUM		GRAND TOTAL	
	INTERNAL	EXTERNAL						
	Marks	Marks	Marks	Credits	Marks	Credits	Marks	Credits
I	110	140	250	10	125	05	375	15
II	60	140	200	08	100	04	300	12
III	110	140	250	10	100	04	350	14
IV	80	70	150	06	125	05	275	11
V	30	70	100	04	275	11	375	15
VI	80	70	150	06	175	07	325	13
TOTAL	**470**	**630**	**1100**	**44**	**900**	**36**	**2000**	**80**